

DOCUMENT RESUME

ED 115 952

95

CE 005 847

AUTHOR MacLeod, George H.
TITLE REVAMP: Revitalize the Vocational and Academic Multifarious Program through Career Education. Final Report.
INSTITUTION South Portland Board of Education, Maine.
SPONS AGENCY Office of Education (DHEW), Washington, D.C.
REPORT NO VT-102-343
BUREAU NO V361112
PUB DATE Jul 75
GRANT OEG-0-73-5305
NOTE 387p.; Not available in hard copy due to marginal legibility of original document

EDRS PRICE MF-\$0.76 Plus Postage. HC Not Available from EDRS.
DESCRIPTORS Career Awareness; *Career Education; Career Exploration; Curriculum Development; *Developmental Programs; *Elementary Secondary Education; Occupational Guidance; *Program Descriptions; Program Evaluation; Vocational Development

IDENTIFIERS Maine (South Portland)

ABSTRACT

The activities of the second year of a career education project in the South Portland School are reported in the document which covers the time period of July 1974 to June 1975. The project consisted of a career awareness component for grade levels K-6, a career orientation component for levels 7 and 8, a career exploration phase for grade 9, and a career preparation component for grade levels 10-12. A program recycling component offers course work and guidance services to all out-of-school youth and adults. In addition, the project is involved with dissemination of information about career education. The report describes the procedures, results, and accomplishments of the project year. A third party evaluation is included. Making up two-thirds of the document, the appendix includes: (1) the project evaluation design, (2) career guidance institute reports, (3) career fair booklets, (4) followup questionnaire, (5) tenth grade questionnaire, (6) secondary English curriculum recommendations, (7) language arts curriculum guide, and (8) secondary mathematics revision followup. (NJ)

* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *

ED115952

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
THIS DOCUMENT HAS BEEN REPRO-
DUCED EXACTLY AS RECEIVED FROM
THE PERSON OR ORGANIZATION ORIGIN-
ATING IT. POINTS OF VIEW OR OPINIONS
STATED DO NOT NECESSARILY REPRESENT
OFFICIAL NATIONAL INSTITUTE OF
EDUCATION POSITION OR POLICY.

BEST COPY AVAILABLE

Final Report

Project No. V361112
Grant No. OEG-O-73-5305

REVAMP: REvitalize the Vocational and Academic
Multifarious Program through Career Education

Exemplary Project in Vocational Education
Conducted Under
Part D of Public Law 90-576

The project reported herein was performed pursuant to a grant from the Office of Education, U. S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

(VT-102-343)

George H. MacLeod
South Portland School Department
130 Wescott Road
South Portland, Maine 04106

July 1975

CF 005 847

TABLE OF CONTENTS

	<u>Page</u>
Summary of Report	
Time period covered	3
Goals and Objectives	3
Procedures	4
Results; Accomplishments	6
Evaluation	8
Conclusions and Recommendations	9
Body of Report	
Statement of Problem	10
Objectives	11
Design	14
Procedures	17
Results and Accomplishments	
System Wide K-12	24
Elementary Report	31
Guidance Report	33
Career Fair	47
Job Shadowing	48
Career Guidance Institute	50
Secondary English Curriculum Coordinators ..	54
Secondary Curriculum Coordinator	55
Evaluation of Project	57
Conclusions and Recommendations	58
 Appendix A - Sequential Plan	
Appendix B - Career Guidance Institute Report (s)	
Appendix C - Career Fair Booklet	
Appendix D - Follow-Up Questionnaire 1-5 Years	
Appendix E - 10th Grade Questionnaire	
Appendix F - Secondary English Curriculum Recommendations	
Appendix G - Language Arts Curriculum Guide	
Appendix H - Secondary Mathematics Revision Follow-Up	

5.(a) The time period covered was July 1, 1974 to June 30, 1975.

5.(b) Goals and Objectives

The South Portland schools propose a developmental program in career education for grade Kindergarten through 14 with the following objectives included:

Career Awareness (Grades K-6)

1. Students will demonstrate an awareness about themselves including their interests and abilities and of a wide variety of career opportunities throughout 15 clusters; as well as recognize the dignity of work.

Career Orientation (Grades 7-8)

1. Students will demonstrate insight in a diversity of career opportunities and awareness of their interests and abilities.
2. Students will be able to describe how a positive attitude toward work improves both personal job satisfaction and quality of product.
3. Students will relate their interests and abilities to possible career selections.
4. As the students complete the orientation segment, they will narrow their tentative career possibilities to three of the 15 USOE job clusters.

Career Exploration (Grade 9)

1. Students will be involved in hands-on exploration in three areas of their choice - on site or other first hand contact with worker or producing of real products.
2. Students will make in-depth analysis of three job clusters of their choice.
3. Students will be administered the General Kuder Preference Record so that they may better evaluate their interests.

Career Preparation (Grade 10-12)

1. Students new to the program will increase self-awareness, orientation, and exploration through individual or small group guidance.
2. Students will use tests such as: Kuder Preference Record - all forms, Holland's Self-Directed Search, or the Strong Vocational Interest Blank.
3. Students expected to drop out will be provided with a variety of vocational training opportunities so they may, upon leaving school, have a salable skill. (Short courses emphasizing immediate job entry skills will be created.)

4. Students will receive placement services as a guidance function.
5. Students will be provided pre-vocational orientation courses in grade 10 in cooperative work-study, distributive education and business education so that they are ready for cooperative placement in grade 11.

Program Recycling (Grades 13 and 14)

1. All out of school youth and adults will be provided the opportunity to use all high school guidance functions including: testing, vocational investigation, counseling, educational planning assistance, vocational training, and placement.
2. All out of school youth and adults will be provided the opportunity for course work in adult education to complete credits for high school graduation, further vocational training or refresher courses, and enrichment courses.
3. The Assistant Director will structure the provision of these services on a regular evening basis and publicize this service through community media.

Using standardized instruments and checklists, the evaluators will determine whether pre-post changes regarding these objectives are statistically significant.

5.(c) Procedures

In order to meet the objectives in career education, the following procedures will be utilized:

Career Awareness (Grades K-6)

1. The elementary curriculum coordinator, in collaboration with the elementary curriculum director and REVAMP Assistant Director, will establish career awareness emphasis in all areas of the existing elementary curricula.
2. A sequential plan of developing units of studies in career awareness appropriate to the grade level will be completed by the elementary curriculum coordinator in conjunction with teachers in the four project schools and the elementary curriculum directors.
3. In order for the project to be effective, provisions will be made for the staff of the four project schools to receive in-service workshops.

Career Orientation (Grades 7-8)

1. A project guidance assistant will be added to each junior high guidance staff so that each school will have two full time professional counselors, a REVAMP guidance assistant and a guidance clerk. With this differentiated guidance

staff, a re-defining of guidance functions and utilizing both individual and group counseling, guidance services to students will be markedly increased.

2. In grades 7 and 8, students will be involved in the orientation to a wide range of career opportunities. Emphasis will be placed on the diversity of career opportunities and their relationship to school offerings with activities and experiences in all employment levels related to the 15 USCE clusters of occupations. The guidance department, in conjunction with the junior high teachers and administrators, will offer 100 hours per year of career education.

Career Exploration (Grade 9)

1. Career exploration program elements will emphasize experience centered activities. These will include real or vicarious experiences in areas selected by the students, focusing on at least three of the occupational clusters, with 100 hours per year.
2. In order to develop a more realistic secondary curriculum, one experienced, flexible South Portland junior high English teacher will be released from his regular classroom duties to develop career education materials for infusion into the curriculum. Academic courses that will better complement vocational training areas in which the students have shown an interest will be developed. As with career awareness, in-service training will be offered to all junior high school teachers.

Career Preparation

The high school guidance department and Assistant Director will complement the career education program in the following ways.

1. Grade 10 - Provide a testing program using either the Kuder Preference Record - all forms, the Strong Vocational Interest Blank or Holland's Self-Directed Search. In group session counselors would interpret the tests and discuss the meanings of the various interpretations.
2. Grade 11 - Follow up of previous years exposed interests to include some degree of participation in the vocations. Continuous individual and group counseling as a method of helping develop a positive attitude toward the world of work.
3. Grade 12 - For some, detailed involvement in specific areas of interests. All students would be helped in making decisions regarding their post high school plans and this would be the major objective of the guidance department.

Program Recycling (Grades 13-14)

The high school guidance department and Assistant Director will complement the career education program in the following ways.

1. Testing, as explained, as a planned program for grade 10 would be available - group discussion would seem to be the best course as the aim and objectives could be more clearly defined.
2. The implementation of this program would depend a great deal on the development of a resource center which would serve as the hub of the guidance services.
3. An additional counselor at the high school is most necessary to keep the student-counselor ratio a workable one.
4. The guidance department would also enlist the aid of the vocational school, business schools, and colleges in the immediate vicinity.
5. A skilled group guidance program is an obvious necessity.

5.(d) Results and Accomplishments

As the second year draws to a close, it is becoming more apparent that Career Education has developed a firm foothold in South Portland. Career Education staff enthusiasm and acceptance by the majority of the faculty has been the prime factor for success. The use of experienced South Portland teachers, on leave from their classrooms, as curriculum coordinators has been the most significant procedure in implementing curriculum change that will have a lasting affect on our students.

A sequential career education plan for grades K-12 has been developed to insure continuity. The plan was developed by the staff and was started with the primary grades and developed through high school.

Another Career Guidance Institute (CGI), sponsored by the National Alliance of Businessmen, was offered to South Portland's professional staff, students and business people with 93 participating. A visitation information book and a final report were developed as a result of visits to 40 places of business, which gave teachers more confidence in working with the community and relating it to classroom activities.

South Portland has established a team for the dissemination of career education with presentations to date including university students, schools within and outside the system, parent-teacher groups, Chamber of Commerce, and State Department of Education staff. To

date approximately 2,500 pieces of material have been disseminated. The Assistant Director, Frederick Freise, is serving as a member of the State Task Force for establishing a state plan for Career Education, as well as a member of the Chamber of Commerce Youth Advisory Committee.

The elementary career education curriculum coordinator, Mrs. Ruth Roberts, not only realized 100% participation in the four project schools, but has assisted teachers in other South Portland schools in implementing career education. Plans have been developed for the smooth transition of responsibility to regular elementary supervisory staff to continue career education concepts at the conclusion of the project.

The junior high guidance department has continued their eighth grade Career Fair and ninth grade Job Shadowing with a great deal of success. They have also developed a career education course in conjunction with the English teachers, to be offered to all ninth graders beginning in September of 1975. There is a continued increase in group work and expanded use of the resource room. A follow-up survey of tenth graders assisted the guidance counselors in setting new goals.

The high school guidance department, with the addition of a classroom adjacent to the guidance offices, have greatly increased the amount of group work with all students. The counselors have done a needs assessment of guidance services by using 1 and 5 year follow-up surveys, senior questionnaires, Career Guidance Institute reports, and teacher recommendations, which have indicated more group guidance work, cooperating with teachers in classroom activities, and greater utilization of community resources. The senior day, which had over 40 businessmen in to interview all seniors giving each senior at least two interviews, was an excellent example of school and community cooperation.

During the second year of the project, two secondary English teachers, Mrs. Mary Cruise and Mrs. Sarah Lee Wright, were elected as secondary career education curriculum coordinators. After completing a detailed needs assessment, the curriculum coordinators have submitted a revised English curriculum for Grades 7-12 which was approved by the Board of Education to be initiated in September of 1975. All English courses from Grades 7-10 have a career education component infused into curriculum. The English curriculum coordinators also, with the guidance department, have developed career education courses to be offered in Grades 9 and 12 and taught on a team basis between English teachers and guidance counselors. Miss Theodora Sotiriou has worked with all secondary teachers assisting them in infusing career education into their classrooms and, in

addition, has done a follow-up study of the math curriculum implemented last fall.

5.(e) Evaluation

The third party evaluation was contracted with the New England Resource Center for Occupational Education, with Dr. Richard A. Gustafson as chief evaluator, assisted by Dr. Arthur O. Berry and Dr. Robert Read. The following are excerpts from this report:

"As indicated in earlier reports, the overall career education project, under the direction of Mr. George MacLeod and Assistant Director Mr. Fred Freise, has been exemplary. The management team has effectively organized members of the project staff in elementary curriculum, secondary curriculum, and guidance and counseling to make significant progress toward meeting the overall objectives of the project. The project management has been proactive in its stance and has set a positive tone for career education concepts throughout the district.

"The resulting sequential plan should provide the district with a useful blueprint for the implementation of career education throughout the district.

"This method of documenting dissemination activities is most effective...

"Inservice activity has been extensive...

"Dissemination activities for the elementary component have increased markedly during the last year.

"Resource Centers at both junior highs and the senior high documented acquisition of better than two hundred new pieces....

"Project REVAMP has made great strides in curriculum development and implementation. Infusion of the Career Education Concept is taking place because of recognition that involvement is a key.

"Active efforts (by guidance department) were constantly made to inform the public about REVAMP's career education efforts....

"Counselors are beginning to identify their roles strongly with the goals of career education and, therefore, assuming leadership in this area in the school."

5.(f) Conclusions and Recommendations

As the second year of the project draws to a close the Career Education staff agrees with the conclusions of NERCO:

"The South Portland Career Education Project, REVAMP, has completed another very successful year in its efforts to fully implement a comprehensive career education program in its schools. All objectives have been achieved or are in the final stages of their achievement and the morale of staff is excellent as the project enters its third year.

"Project management has documented its functions well and continues to move toward the completion of its sequential plan for career education programming in South Portland.

"The elementary career awareness handbook continues to undergo substantial revision to make it both compatible with the seven goal areas of the sequential plan and at the same time be indexed by subject area for easy teacher utilization.

"Implementation of mathematics curricula changes from the first year have progressed well, while substantial revisions of the English curricula have been developed.

"Guidance services have become more clearly defined and the direction of the guidance staff has been moving steadily toward the implementation of major program objectives."

Recommendations

- "1. It is recommended that the Sequential Plan for Career Education be given full awareness on the part of district staff (teachers, counselors, administrators) and key community groups in the final year of the project.
- "2. It is recommended that some staff be maintained in the English Curriculum implementation effort so that technical assistance can be provided to teachers as they move toward implementing the curriculum revisions. Perhaps a released time situation could be arranged for one of the English curriculum coordinators to accomplish this end.
- "3. It is recommended that the Guidance Component move toward a complete, yet simple, statement of its revised program and services so that it can maintain program independence and quality in the years ahead. These

statements should be based upon the specific recommendations itemized in the guidance component evaluation report."

4. It is recommended that South Portland assist the University of Maine and the State Department in implementing career education in Bangor, Maine, as part of their new career education grant.
5. It is recommended that the Director formulate with the staff, Superintendent of Schools, Board of Education, and the State Department of Education, a definite plan for the continuation of career education after the third and final year of the project.

6.(a) Statement of Problem

Although the role of the public school must continue with its responsibility for the cognitive and affective development of each student so that he may fulfill his potential as a contributing member of society, the role of the public school must be expanded to broaden occupation aspirations and opportunities for the students.

Since 80% of today's youth do not continue through their educational program to receive a bachelor's degree, and since general course programs in secondary schools are not designed to equip students with employable skills, and since few of the secondary schools in the country have a truly comprehensive program, it behooves local educational agencies to examine existing programs and design curricula to better meet future career needs of all the students.

The growing drop-out rate, continuing erosion of the work ethic, disproportional youth unemployment statistics, and increasing crime rate are creating pressure for changes in the public educational system enabling better preparation for adult life.

The structure and staffing of existing guidance departments in secondary schools are well equipped for college placement of students. Pressures for college placement results on counselors together with an unfavorable counselor-pupil ratio have not allowed for adequate counseling services for the non-college bound students.

This void, in our opinion, will best be filled through career education objectives so that students may be better equipped for decision making in occupations with reference to their awareness of their own abilities and interests.

If educators are to prepare people to earn a living, programs must be expanded to reach into the community so as to better relate

school activities to the "world of work". This will only be accomplished by improving communications and cooperation not only with the various manpower agencies, such as the State Employment Agency, but also with labor organizations, business and industry.

Although it is difficult to pinpoint a few sources upon which a project was built, we will try to give a few examples of our sources. The many teachers and administrators have been formulating their suggestions from reading professional journals, attending conferences, and their experiences in dealing with students and the business community.

The following are examples of research that have determined the direction of the proposed project:

1. Initial impetus was derived from a speech at the MTA Convention in October, 1970, by Dr. Melvin Howards and from the publication "Northeastern University Laboratory School Curriculum Educational Component of the Boston Neighborhood Youth Corps", Dr. Melvin Howards, Director.

2. Further impetus was obtained through staff members attendance at the Spring 1971 meeting of the Maine Personnel and Guidance Association, the Governor's Conference on Career Education and the National Association of Secondary Principals.

3. The 1971 Maine State Plan for Vocational Education points out that while 36% of Maine secondary students are in a vocational education program, only 3/100 of 1% of secondary students enter post secondary vocational education.

4. The 3rd and 6th Annual Reports by the National Advisory Council on Vocational Education call for a basic change in education and a change in counseling and guidance services.

5. Meetings with career education exponents from other Maine career education projects, staff representatives from the State Department of Education and Cultural Services, and reports of other New England exemplary career education projects.

6. Consultant services of Alvin N. Johnson and Peter Fellenz of the New England Resource Center for Occupational Education, Newton, Massachusetts.

6.(b) Objectives

The South Portland schools propose a developmental program in career education for grade Kindergarten through 14 with the following objectives included:

Career Awareness (Grades K-6)

1. Students will demonstrate an awareness about themselves and a better understanding of their abilities and interests.
2. Students will demonstrate a greater awareness of the world of work and the 15 occupational clusters.
3. Students will recognize that all work is part of life and important to society.
4. Students will develop a positive attitude toward the work ethic and have respect for others.

Career Orientation and Exploration (Grades 7-9)

1. Students will demonstrate insight in a diversity of career opportunities and their relationship to school subjects.
2. Students will demonstrate awareness of their interests and abilities.
3. Students will be able to describe how a positive attitude toward work improves both personal job satisfaction and quality of product.
4. Students will relate their interests and abilities to possible career selections.
5. As the students complete the orientation segment, they will narrow their tentative career possibilities to three of the 15 USOE job clusters.
6. Students will be involved in hands-on exploration in three areas of their choice - on site or other first hand contact with worker or producing of real products.
7. Students will make in-depth analysis of three job clusters of their choice.
8. Students will be administered the General Kuder Preference Record so that they may better evaluate their interests.
9. A differential guidance staff will provide and service a resource center.

Career Preparation (Grade 10-12)

1. Students new to the program will increase self-awareness, orientation, and exploration through individual or small group guidance.
2. Students will use tests such as: Kuder Preference Record - all forms, Holland's Self-Directed Search, or the Strong Vocational Interest Blank.
3. Students expected to drop out will be provided with a variety of vocational training opportunities so they may.

upon leaving school, have a salable skill. (Short courses emphasizing immediate job entry skills will be created.)

4. Students will be provided pre-vocational orientation courses in grade 10 in cooperative work-study, distributive education and business education so that they are ready for cooperative placement in grade 11.
5. The placement component will be an integral function of the High School Guidance Department.
6. The High School Guidance Department will assist all students upon leaving school in all job, college and other post high school training and education.
7. The Guidance Department will serve as a clearing house with area businesses and industry for job placement.
8. The placement office in the High School will coordinate its activities with the State Employment Office.
9. The placement office will assist students with part-time and summer employment while they are full-time students with special concern for assisting students in career development.
10. A differentiated guidance staff will have developed and documented guidance services to students.
11. The math, social studies, and English academic course offerings will be developed to focus more on career development and to complement vocational courses.

Program Recycling (Grades 13 and 14)

1. All out of school youth and adults will be provided the opportunity to use all high school guidance functions including: testing, vocational investigation, counseling, educational planning assistance, vocational training, and placement.
2. All out of school youth and adults will be provided the opportunity for course work in adult education to complete credits for high school graduation, further vocational training or refresher courses, and enrichment courses.
3. The Assistant Director will structure the provision of these services on a regular evening basis and publicize this service through community media.

Using standardized instruments and checklists, the evaluators will determine whether pre-post changes regarding these objectives are statistically significant.

6.(c) Design and Procedures

Design

The overall project provides each student from K-14 developmental activities beginning with self-awareness, awareness of the world of work in K-6, orientation and exploration occurring in grades 7-9, and preparation and placement in grades 10-12, with the opportunity in grades 13-14 to supplement or recycle through any of the necessary procedural steps.

AWARENESS (Grades K-6)

In order to reach the objectives of Career Education the elementary segment of the project will emphasize the following tenets:

1. Self-awareness activities will help the students develop a better understanding of their abilities and interests. Career motivation will be provided through career education infusion in all areas of the existing elementary curricula. Students will investigate career clusters and examine potential satisfactions.
2. Awareness of the world of work will generate pupil motivation to obtain occupational and education information for various careers and,
3. Work ethic to develop a positive attitude toward all work and respect for others and what their jobs contribute to society.

CAREER ORIENTATION AND EXPLORATION (Grades 7-9)

Students will be evaluated to determine need for further development in awareness phase of the project. In grades 7 and 8 the career orientation will be instituted. Specific exploration component will be covered in grade 9.

1. Career orientation - to provide an opportunity for all students to learn about a wide range of career areas with emphasis on the diversity of opportunities and relationship of school offerings to different careers. Each student will examine each of the 15 USOE clusters of occupations and emphasize career opportunities relating to their own interests. A differentiated guidance staff will provide expanded career education services as well as provide useful supportive materials and resources for classroom teachers. Individual and small group counseling will be utilized. Specific activities will include field trips to businesses and industries, and use of various A-V and printed materials correlated for easy reference in the junior high career education center.

2. Career exploration - Career exploration will be placed in grade 9 so that students may be better equipped to make preliminary career decisions prior to academic and pre-vocational course selections in grade 10. Exploration will focus on at least three occupational taxonomies, with both observation and hands-on experience to be available in business and industry, school laboratories, area vocational centers, and/or school classes. Grade 9 students will continue in-depth study of specific job clusters and refine study to more specific areas within the cluster. Emphasis will be placed on the continuing development of positive attitudes through individual and group counseling, field trips, outside speakers, bulletin boards and occupational educational information.

VOCATIONAL PREPARATION (Grades 10-12)

Opportunities will be made for students to spend time, if needed, in the areas of awareness, orientation, and exploration. A continual effort will be made through the Guidance Department to provide the services necessary for reasonable career decisions. Counselors will help students develop the academic and vocational courses of studies necessary to meet their goals. Through the differentiated guidance staff, guidance functions will be divided into professional and non-professional services so that the guidance assistant and guidance clerk can carry out the non-professional services, leaving more time for the professional counselors to concentrate on individual and group counseling. The addition of a fourth counselor and the guidance assistant will greatly increase the availability of career guidance services to each student. The Guidance Department will be equipped to meet expanded career education student needs through the addition of the Career Service Center. The academic and vocational course offerings at the high school will be redesigned so as to better equip students for career preparation. Two new courses will be added in September of 1973 to offer pre-vocational training in cooperative work-study and distributive education. These courses will be funded independent of the REVAMP project, but will provide supportive resources for REVAMP efforts at the high school level.

As the project progresses, we plan to offer high school courses outside of the regular day school program so that students may take advantage of internships and on-the-job training not normally available after regular school hours.

POST HIGH SCHOOL (Grades 13-14)

Through an expanded Adult Education Program and REVAMP project funds, all available high school guidance services will be offered to out of school youth and adults during evening hours.

These services will include career orientation through the career education service center, career exploration on small group or individual basis, opportunities for internships, on-the-job training programs and job placement. In addition the adult education program will be expanded through local funding so that out of school youth and adults may complete requirements for high school graduation or take refresher courses.

PROFESSIONAL STAFF DEVELOPMENT (K-6)

The elementary curriculum coordinator, in cooperation with the elementary curriculum directors and the REVAMP Assistant Director, will assist the teachers in the development of career educational materials to be integrated as part of the existing curricula, will set up and organize in-service training for orientation and staff development in career education, will locate the areas, organize, and supervise field trips, will develop supplemental bulletin board and poster materials for use in all elementary schools.

PROFESSIONAL STAFF DEVELOPMENT (7-12)

The secondary curriculum coordinator, in cooperation with the guidance department and the REVAMP Assistant Director, will organize orientation and in-service training for all teachers so that they may become acquainted with career education objectives. Project personnel will help develop materials to be useful in all subject matter areas. Since all students must take English, math and social studies, the major thrust in curriculum development will be placed in these areas. Each year, one department will be selected with two experienced, flexible South Portland teachers being freed from their regular classroom duties to serve as curriculum coordinators. Secondary curriculum coordinators will develop career education materials and revamp curriculum to be more sensitive to preparing students with an employable skill.

The curriculum coordinators will work closely with the department chairmen and the REVAMP Assistant Director to develop course offerings. In order that career education activities can occur in the classroom prior to this comprehensive revamp, project staff will disseminate career education materials generated at other career education sites, and will lead and coordinate career education modification of existing curriculum.

RESEARCH

The following references and sources were used in formulation of this project:

1. "Glenville Career Development Program" in Cleveland, Ohio.

2. "Maryland Career Development Project"
3. "Cobb County, Georgia Project - A Development Program of Occupational Education"
4. "New Opportunities for Work" in Lewiston, Maine
5. "Maine Career Resource Center Project" in Farmington, Maine
6. Wisconsin VTA System for Adult Education
7. New England Resource Center for Occupational Education

Procedures

In order to meet the objectives in career education, the following procedures will be utilized:

CAREER AWARENESS (Grades K-6)

1. An experienced, flexible South Portland elementary teacher, with orientation to career education objectives will be given a leave of absence from his classroom and become the elementary curriculum coordinator with 100% of his time devoted to this project. The elementary curriculum coordinator, in collaboration with the elementary curriculum director and REVAMP Assistant Director, will establish career awareness emphasis in all areas of the existing elementary curricula. This career education infusion will give positive reinforcement to the concept of selecting careers which would bring satisfaction to the individual, develop motivation for pupils to continue career investigation, and develop a positive attitude toward the work ethic.
2. The first major emphasis will be the development of the curriculum. A sequential plan of developing units of studies in career awareness appropriate to the grade level will be completed by the elementary curriculum coordinator in conjunction with teachers in the four project schools and the elementary curriculum directors. The elementary curriculum coordinator will work with the assistant director to schedule program consultants, speakers, classroom demonstrators and field trips for a variety of occupations.
3. In order for the project to be effective, provisions will be made for the staff of the four project schools to receive orientation to introduce the objectives, scope and sequence of career awareness guidelines, consideration of evaluation criteria, and study of methods and materials and present sources of information in vocational and occupational areas. The teachers must determine own self-awareness and value judgment in relation to the work ethic.

CAREER ORIENTATION (Grades 7-8)

1. A project guidance assistant will be added to each junior high guidance staff so that each school will have two full time professional counselors, a REVAMP guidance assistant and a guidance clerk. With this differentiated guidance staff, a re-defining of guidance functions - professional (eg. counseling) or non-professional (eg. receiving vocational information), and utilizing both individual and group counseling, guidance services to students will be markedly increased.
2. In grades 7 and 8, students will be involved in the orientation to a wide range of career opportunities. Emphasis will be placed on the diversity of career opportunities and their relationship to school offerings with activities and experiences in all the employment levels related to the 15 USOE clusters of occupations. The prime responsibility for the career education orientation program will fall on each junior high school guidance department, utilizing small and large group instruction, AV aides and materials, various pamphlets and brochures correlated in the Guidance Resource Room. The guidance department, in conjunction with the Assistant Director, will organize field trips, assembly programs, community consultants and speakers from business and industry. The guidance department, in conjunction with the junior high teachers and administrators, will offer 100 hours per year of career education. Each student will be assisted, before making high school course selection near the end of grade 8, in completing an analysis work sheet of his interests and abilities. This will be the responsibility of the guidance department.

CAREER EXPLORATION (Grade 9)

1. Career exploration program elements will emphasize experience centered activities. These will include real or vicarious experiences in areas selected by the students, focusing on at least three of the occupational clusters. The exploration will offer experiences in business and industry, in school labs and shops, area vocational centers, and school classes. The prime responsibility for the organization of activities will be that of the junior high guidance department in conjunction with the Assistant Project Director, with 100 hours per year for each student.
2. In order to develop a more realistic secondary curriculum, one experienced, flexible South Portland junior high teacher (one each year from math, English, social studies)

will be released from his regular classroom duties to develop career education materials for infusion into the curriculum. Academic courses that will better complement vocational training areas in which the students have shown an interest will be developed. The Coordinator will, in conjunction with the high school subject career coordinator, department chairmen, and the Project Assistant Director, search out available curriculum materials to be tried with classes to determine the appropriateness of such material. The department chairman and junior and senior high school curriculum coordinators, during the course of the year, will compile course information in outline form so that direction and sample material will be ready for the Curriculum Development Workshop during the summer at the close of that school year. Selected teachers from the designated department will spend eight weeks under the guidance of the department chairman to complete course guides, select and/or develop the curriculum material necessary. As with career awareness, orientation and in-service training will be offered to all junior high school teachers.

CAREER PREPARATION

The high school guidance department and Assistant Director will complement the career education program in the following ways.

1. Grade 10 - Provide a testing program using either the Kuder Preference Record - all forms, the Strong Vocational Interest Blank or Holland's Self-Directed Search. These tests would serve as a method of exploration into various areas. The test could also be a catalyst for involvement in areas previously unconsidered. In group session counselors would interpret the tests and discuss the meanings of the various interpretations.

As a follow up, field trips would allow students first hand acquaintance with careers exposed in testing.

Continuing individual and group counseling as a resource for students.

2. Grade 11 - Follow up of previous years exposed interests to include some degree of participation in the vocations. This may be in the form of going to a particular industry for a few days to get an appreciation of a specific job or by doing in-depth research in vocation or profession.

There would have to be a certain amount of redefining of the curriculum in order to supplement the practical experiences with meaningful academic experiences. This may

mean the development of mini-courses taught in clusters with a direct relation to the students' vocational interests.

Continuous individual and group counseling as a method of helping develop a positive attitude toward the world of work. It is most important that students see dignity in all vocations and professions.

3. Grade 12 - For some, detailed involvement in specific areas of interests. This may serve as a pre-apprenticeship for some vocations or it may serve as an actual training period which would result in regular employment on completion of high school.

All students would be helped in making decisions regarding their post high school plans and this would be the major objective of the guidance department.

The necessity of a flexible academic schedule is obvious if direct involvement with the world of work is to take place - the degree of flexibility may have to extend to having evening courses in order to allow students an opportunity to meet all graduation requirements.

4. The placement office will be located in the Guidance Department of the High School and manned by the Guidance Assistant, under the supervision of the project Assistant Director.

All guidance and project personnel will actively solicit both student and business support for the placement services through letters, bulletin boards, announcements and personal contacts. Since continual personal contact is essential, the project Assistant Director will utilize all staff personnel and especially Business Education Department Chairman and teachers, Distributive Education teacher and Cooperative Work-Study teacher in maintaining contact with area businesses.

Efforts will be made in September and October of 1973 to register all interested high school students. In subsequent years, all incoming tenth graders will be encouraged to register for part time employment. The Guidance Assistant will maintain a file of all student registrations, as well as a file of all job openings. Job opportunities will be posted on bulletin boards and announced over the school intercom.

After students have been placed in positions, follow up data will be gathered both from the employer and employee to assist in curriculum evaluation and for future counseling purposes.

PROGRAM RECYCLING (Grades 13-14)

The high school guidance department and Assistant Director will complement the career education program in the following ways.

1. Testing, as explained, as a planned program for grade 10 would be available - group discussion would seem to be the best course as the aim and objectives could be more clearly defined.
2. The implementation of this program would depend a great deal on the development of a resource center which would serve as the hub of the guidance services. This center would include all the latest materials on the world of work, vocational schools, colleges and universities. The center would serve many purposes - (a) answering many questions, (b) stimulating interest in new fields, (c) providing the community with a form of on-going assistance in new trends and ideas and (d) allowing the counselors more time for individual and group work by not having to distribute materials. An additional staff member would be necessary to maintain the resource center and oversee its many functions.
3. An additional counselor at the high school is most necessary to keep the student-counselor ratio a workable one. With the added members, the counseling staff could also work out a flexible schedule, thus providing services to the post high school and evening school groups.
4. The guidance department would also enlist the aid of the vocational school, business schools, and colleges in the immediate vicinity. A program of cooperative education could be established with these institutions using their various resources to assist the functioning resource center. Also, this would lead to student participation in various programs thus gain first hand knowledge and training necessary for certain occupations.
5. A skilled group guidance program is an obvious necessity. Many students having similar interests can best be aided by open discussion and involvement with their peers.
6. Comparison of views and ideas would help many in decision making. A good group program would stimulate many ideas and provide for more student time with the guidance counselor.
7. Inasmuch as the needs of all students must be considered, the guidance department would also be concerned with educational guidance and counseling. This would be greatly assisted by some career goals on the part of the student.

Methods and Materials

Each of the three secondary schools will develop a career education service center. The junior high centers will expand their existing occupational and educational materials and organize them for easy reference. The junior high centers will be a function of the guidance department and will be manned by the REVAMP guidance assistant, who will be trained in cataloging and use of the material so counselors will be freed for more group and individual counseling. The high school career education service center will be developed as a function of guidance with a wide range of occupational and educational materials and catalogued for easy reference. This center will also develop a placement service to act as a clearing house for all students, the state employment agency, as well as business and industry. The high school center will be manned by the REVAMP guidance assistant.

Career education materials for the regular classrooms will be obtained by the project staff and will be organized for easy access by the teachers. REVAMP staff personnel will also reproduce materials that are not available commercially. Career education materials will continue to be gathered from the various career education exemplary projects in the country with the library at New England Resource Center for Occupational Education serving as the prime source.

Students will not only receive career education information that has been infused into the curricula, but will also have opportunities for field trips, outside speakers, assembly programs, on-the-job observation and hands-on experience. High school students will have a wider variety of career opportunities with flexibility in scheduling both academic courses and added job training opportunities.

This project is designed to involve the South Portland staff in all stages of planning and development. It is our conviction that for any long range results every classroom teacher must feel they are a part of the program with opportunities to feed in their ideas and be able to take advantage of worthwhile in-service training. It should be noted that released time has been provided with local funds so that not just the few project personnel receive the advantages of visiting other projects, conferences or schools.

Schools and Location

All principals in South Portland were asked to discuss Career Education with their faculty after all teachers received descriptive material on Career Education, and to indicate to the Superintendent whether their staff wished to take part in the project. All three secondary schools (2 junior highs and 1 high school) are keenly interested in the project and have been selected from schools that expressed an interest. Care was taken to represent a cross section of the elementary population.

Of the thirteen elementary schools, seven meet the criteria needed to be designated as Title I schools under ESEA. With up-to-date statistics developed in June of 1972, all Title I schools have more than 7.8% of their students from low-income families. 9.9% of South Portland children received Aid to Dependent Children, 4.3% received free milk, 8.8% received free or reduced price lunches, 9.4% of the families fall in low income bracket from the 1970 census, and 2% receive free dental clinic services.

South Portland is a suburban community with a balance of industry and housing. Occupations span a wide range from professional to laborers. The city is almost entirely white (95%) with no ethnic group concentration.

Name	Grade Level	# Students Enrolled	Tea.	Counselors	Para Prof.
*Dyer School	K-6	287	13		1
Lincoln	K-6	257	14		1
Redbank	K-6	298	15		1
Snall	K-6	264	11		1
Mahoney Jr. High	7-9	703	40	2	4
Memorial Jr. High	7-9	715	40	2	4
S.P.H.S.	10-12	<u>1143</u>	<u>64</u>	<u>3</u>	<u>8</u>
	Total	3667	197	7	20
*Non-Title I School					
	K-6	1106			
	7-9	1418			
	10-12	<u>1143</u>			
		3667			

Participants

All the students attending the schools designated above will participate in the project. This will be 3667 of 5463 or 67%.

Although the one private school in South Portland is not located in any of the elementary school districts included in the project, all opportunities for in-service training of professional staff will be extended to the teaching personnel and assistance will be given by the elementary curriculum coordinator to help prepare materials which the private school might desire.

In addition to the number of public school participants noted above, it is estimated that 50 out of school youth and adults will be included in the first year of the project. Every effort will be made

by the existing guidance staff and project personnel to ferret out any interested persons in South Portland. It is anticipated that the 50 out of school youth will for the most part be part-time or short term students, taking advantage perhaps of only the guidance services or one academic course.

6.(d) Results and Accomplishments

System Wide K-12

- | | |
|-----------------------------|-------------------------------|
| 1. Sequential Plan | 6. Testing |
| 2. Guidance Handbook | 7. Documentation |
| 3. Permanent Record System | 8. Community Resource File |
| 4. In-Service Training | 9. Publicity |
| 5. Dissemination Activities | 10. Teacher Involvement Chart |

Sequential Plan

A sequential plan for the South Portland Career Education Project was developed based on 7 goals - (1) Self-Awareness, (2) Interpersonal Skills, (3) Decision Making, (4) Work Awareness, (5) Manipulative Skills, (6) Value of Work, and (7) Relevance of Education. This was followed by 28 goal statements for the primary, intermediate, junior high and senior high school levels and then some 100 general objectives with instructional objectives that the teacher will write for each activity that she develops. There will be a standard career activity sheet that the teacher will fill out stating the goals, the instructional objectives, resources, subject headings, activities and evaluation. (Appendix A)

Guidance Handbook

The purpose of the Guidance Handbook is to interpret the guidance services offered a student as he progresses through the South Portland school system. It is hoped that all parents will take advantage in getting to know the child's counselor and to work together for his or her own good.

The handbook includes such things as orientation, the testing program, permanent records, the parents' conference, course of study booklet, and Career Education which deals with placement services, group work, follow-up study, use of community resources and the Resource Room, and what the student will receive for services from the guidance counselor and when.

Permanent Record System

A committee of administrators, guidance counselors, teachers, and students was formed to update policies and procedures regarding pupil records to comply with the Family Educational Rights and Privacy Act of 1974. This committee will make the following recommendations to the Board of Education:

1. The cumulative record folder currently used should be maintained and should be kept as a continuous working file K-12. Material in the folders will be culled in grade six and grade nine. Junior high counselors will recommend to the sixth grade teachers that the following material be kept in the folders:

- a. Iowa Test of Basic Skills, Grades 3, 4, 5, 6
- b. Scholastic S-Sheet K-6
- c. T-Sheet which contains test scores from Grades 1, 2, 3
- d. O-Sheet (Teacher Observations)
- e. Cover sheet of Iowa Silent Reading Test - Grade 6
- f. Student Math Evaluation Card - Grade 6
- g. Remedial Reading and/or any special help record

Senior high counselors will recommend to the junior high counselors that the following be kept in the folders:

- a. The above listed material b, c, e, g
- b. Remedial Reading and/or any special help record 7-9
- c. Career information
- d. Permanent Student Record Sheet
- e. Student Plan Sheet

2. The present permanent record cards maintained K-12 should not be changed. The green ADP State Record card not only shows school attendance K-6 but also serves as a certified birth record. These green cards by law must be kept on file K-12 and after a class has been graduated, they are sent to the superintendent's office where they are stored. The white City of South Portland card is maintained K-6 and is stored in the superintendent's office.

The permanent record card used 7-12 is stored in fireproof containers in the junior high and high schools' main office or guidance offices. After a class has been graduated, these cards are filed in the fireproof vault at the high school.

3. The cumulative record folders which have been stored in the high school basement room from the classes 1967 through 1974 should be destroyed. Once a class has been graduated, cumulative record folders should be destroyed.
4. Health Record Cards K-9 are to be kept on file in the principal's office in each school. Once a class has been graduated, the health cards are returned to the school nurse's office where they are kept on file for five years and then destroyed.
5. Record release forms which can be used K-12 are being developed and will be used to meet the requirements of current statutes.

A committee also worked on student record request and release forms which can be used K-12.

A "C" Sheet was developed which was placed in the folders of all students that were in the project schools. The "C" Sheets are optional in Grades K-3. The records are made by the teachers by their own discretion. Entries for the 4th grade will be made by students and teachers together in conference; Grades 5 and 6 entries will be made in individual conferences or by students in group discussion. Comments must be factual not subjective. The two categories to be filled out are: (1) skills, aptitude and interest and (2) career performance.

In-Service Training

The Career Education staff attended the following workshops:

"Bread & Butterflies" - 8/5 - 6/74 - University of Maine Orono - Ruth Roberts and Terry Sotiriou with four elementary teachers.

Group Techniques - Dr. James Muro - 9/26/74 - Ruth Roberts, Terry Sotiriou, Mary Cruise and Sarah L. Wright

Special Education Workshop - Reynolds School - 11/6/74 - Ruth Roberts, Terry Sotiriou, Mary Cruise, Sarah L. Wright and Fred Freise

Decision Making Workshop - 12/4/74 - University of Maine Gorham - 4 guidance counselors, 1 guidance assistant, 4 curriculum coordinators and Assistant Director

Value Clarification Workshop - 1/18/75 - University of Maine Gorham - 13 attending - guidance counselors, elementary and junior high teachers

Career Direction Search Process - 4/2/75 - S.P.H.S. Henry Pearson - guidance counselors, resource people and curriculum coordinators

Reality Therapy Seminar - 5/15/75 - University of Maine Bangor - Blanche Mack, Gertrude Parker, Terence Christy and Gary Hill

ACD Workshop - 12/9/74 - S.P.H.S. - 8 guidance counselors attending

2/10/75 - S.P.H.S. - 8 guidance counselors attending

The secondary curriculum coordinators conducted three English Curriculum Workshops during the year and a Consumer Math I Workshop.

A Teacher-Businessmen Workshop was held in March 1975 with 73 teachers and students plus 20 business people attending.

During the 1974-75 academic year, a Career Guidance Institute was held in South Portland, Maine, for the purpose of creating an interface between parents, educators, students, and businessmen. Of major concern was the extent of career opportunities in the Greater Portland area for non-college bound students and career ladder potential for those gaining employment. Also of major concern was the relevancy of education in providing for the needs of students who would be entering the world of work.

Twenty-one industries or businesses representing major occupational areas, or career clusters, were visited by 54 educators, parents and students on Tuesdays and Thursdays. Two visitation sessions were followed by a group work session at which time tours were reviewed focusing on educational implications. (Appendix B)

The elementary curriculum coordinator organized the following workshops for the project teachers with 50 participants attending as well as an administrative session with Debra Sharpe before that workshop.

Value Clarification Workshop with Neal Wiggin - 10/9/74

Administrative Session with Debra Sharpe - 2/12/75

Career Awareness Activities with Debra Sharpe - 2/12/75

Orientation to "C" Sheet Workshop - Four workshops conducted between 3/25/75 and 4/1/75

Video Tape Workshop - 9/6/75 - For department heads, project school principals, and Career Education staff

Dissemination Activities

Dissemination activities have included the following: (1) distributed 189 elementary handbooks to teachers in the project and nonproject elementary schools, (2) updated our slide presentation of the Career Education program, (3) spoke to a number of parents, community groups, and other schools about Career Education, (4) hosted visitors to the project, (5) prepared news releases and bulletin boards, (6) assisted the university in developing a course in Career Education, (7) made slide presentations during National Education Week when the schools had open house, (8) assisted with the Officer Friendly program, (9) kept the photo albums up to date, and (10) the South Portland Public Library featured Career Education on their bulletin board from May 14, 1975 to June 1, 1975.

The following reprints of articles were distributed to South Portland teachers: S.O.S. Sheet, National Policy on Career Education, Gallup Poll, Skills and Information Needed in School, Straight Answers

on Career Education, Career Clusters, What Do People Want Most From A Job.

Some fifty items were developed in our Career Education project and were disseminated to persons within the system, in the state, and out of the state. Among the recipients were superintendents, principals, university personnel, guidance counselors, libraries, administrators, teachers, the State Board of Education, State Education Department, Career Education project directors, project evaluators, Career Education Advisory Board, and the South Portland School Board. A total of approximately 2500 pieces have been disseminated.

Slide presentations of our Career Education Project were given to: Lincoln School PTA, North School and Peaks Island School, Brown School PTA, Kennedy School (Biddeford), Kennebunk Schools, Hall-Dale High School (Hallowell), College Club, Personnel Managers Association, guidance courses at UMP (3 presentations), Cumberland County Elementary Principals Association (UMP-Gorham), Career Education Advisory Board, New England Guidance & Personnel Association, and the New England Career Education Directors' Meeting.

Talks regarding our Career Education Project were given to: CGI at Deering High, State Education Department, Education Class at UMP, Associated General Contractors of Maine, Westbrook Rotary, Portland Rotary, South Portland Lions, Chamber of Commerce, SMVTI Vocational Meeting (Ranada Inn), and South Portland High business classes.

Miscellaneous information regarding Project REVAMP was distributed to Marion Bagley, Marshall Sawtelle, Commissioner H. Sawin Millett, New England Personnel and Guidance Association members, and Melissa Costella (UMP-Gorham, Department of Education).

A number of requests from people who would like to visit the project have been received. We are more than willing to help but this could become a problem as it is time consuming. A form has been developed for visitors to evaluate what they have seen and/or learned on their visit to our project. Visitors have come from Berwick, Cumberland, Biddeford, Harpswell, Hallowell, Gorham, North Haven Island, Dexter, Windham, Portland, Cape Elizabeth, Skowhegan, Bristol (Conn.), Crawfordville (Indiana), North Kingstown (R.I.), Townshend (Vt.), Burlington (Vt.), Keene (N.H.), University of Maine (Orono), and the Advisory Council on Vocational Education in Augusta.

Testing

The 2nd and 5th graders in the project schools were pretested in December 1974. Two tests were given: Career Awareness Inventory and A Self Observation Scale. The tests were given to 452 students and the results were inconclusive.

We administered the Assessment of Career Development Pretest (ACD) to sixty 8th graders at each junior high (total 120); also to

117 11th graders. The test results were summarized and compared to national norms by items. It is hoped that these test results will be used to document our need assessment and job analysis of each guidance position.

The Armed Services Vocational Aptitude Battery Test was given to all 10th, 11th, and 12th grade students with a total of 1038 students (93% of student body) taking the test. Ray LaFreniere, civilian counselor for ASVAB, spent two days at the high school giving personal counseling to students regarding their ASVAB results and 93 students took advantage of this. Noted feedback included remarks from potential dropouts to the effect that they were going to remain in school and join the service on graduation. Some seniors firmed their career plans immediately following graduation as a result of his interpretation of their results. Some used their results as a point in Senior Career Day interviews with the military. Each student was given a copy of the results of the ASVAB test.

Documentation

Documentation is essential to an exemplary project and a conscientious effort has been made to document all activities and events as they occur. An Involvement Book contains all pertinent data and is recorded on a daily basis. A few of the documenting forms that have been developed are as follows:

Activity Report Form - involves classroom activities which are compiled into a summary of elementary activities by grades and description of activities.

In-Service Form - documents all conferences, field trips and workshops.

Dissemination Form - documents all project visits, slide presentations, talks, and materials.

Project Visit Evaluation Form - evaluates visit to the project.

Dissemination Records Form - keeps an up-to-date tally on all material disseminated.

Workshop Evaluation Form - participants evaluate workshops.

Audio-Visual Evaluation Form - reports on audio-visual materials.

Staff Meetings Form - used to document all staff meetings.

Community Resource File

The mechanics for establishing a Community Resource File with the head librarian was accomplished at the elementary level with two standardized forms being developed - Resource Form and Activity Form. It is hoped that the teachers will make better use of the parents or members of the community who have expressed a willingness to visit the schools. The librarian will be responsible for the continuance of this file when funding is no longer available.

At the secondary level, we are developing a resource file for teacher and student use based on the kinds of career involvement we have at this level. The list will consist of people who are willing to give of their time such projects or activities as field trips, job shadowing, talking to students, demonstrating skills, and participating in interviewing techniques.

Publicity

Project REVAMP tries to familiarize the community with ongoing activities with respect to Career Education. The contents of the publicity file were summarized for the Federal Evaluation team with a total of 24 articles (489") published and television coverage for three of the project's events added up to 5 minutes 30 seconds.

At each level, the guidance assistants or curriculum coordinators publish a newsletter to keep students, parents and teachers informed of Career Education services and events.

An article entitled "Junior High School Career Fair" by Anthony Mezoian, guidance counselor, was published in the Sept/Oct 1974 Career Education Digest.

The Guidance Clinic published an article by Anthony Mezoian entitled "Project Maine Street: Shadowing Becomes a Learning Experience" in September 1974.

Project REVAMP received national recognition last fall when Commissioner Bell addressed the College Board members in Washington, D.C., making note of our efforts and accomplishments.

Teacher Involvement Chart

After reviewing the paper published by Sid High on "Career Education Implementation Categories", the idea of establishing a set of categories to show the extent of teacher involvement in our Career Education Project Schools was developed. The categories included (1) Career Guidance Institute, (2) Class Activities, (3) Field Trips, (4) Speakers, (5) In-Service Workshops, (6) Use of Films and Video Cassette Equipment, and (7) Career Education Special Programs (Shadowing, Career Fair, Senior Day). We were real pleased with our findings. Of the 209 project teachers, 179 have participated in one or more of these categories, which is 85.6%.

Elementary Report

Self-awareness, awareness of the world of work, and development of positive attitudes towards work - these challenges were met by the elementary curriculum coordinators with a high level of concern and professionalism.

1. Elementary Handbook
2. Meetings
3. Teacher Resource
4. Personal Growth and Development
5. A Continuanace Plan K-6
6. Documentation

Elementary Handbook

The elementary teachers were invited to participate in amending and revising the elementary handbook. Eleven teachers participated in a workshop session once a week (February 24, 1975 to May 28, 1975) and received college credits for their efforts. The workshop accomplished the following:

1. A handbook was developed which will give accurate information, useful suggestions, and a sequential approach to the curriculum.
2. This will give teachers practical suggestions for the infusing of Career Education into the existing curriculum.
3. The handbook will help teachers to grow in understanding the objectives of Career Education.
4. Teachers will be aware of the materials available to them.
5. Skills needed to prepare classroom activities were outlined.
6. A sequential plan in Career Education was developed to guarantee exposure and avoid duplication.
7. A historical tour, written by one of the teachers in the workshop to correlate Career Education and the local history, was taken by 55 teachers. Each teacher received a copy of the tour guide with background information, objectives, and evaluation techniques which may be used in the classroom.

Meetings

Periodic meetings were held with the Director and Assistant Director of Project REVAMP on continuance, record keeping, testing, and curriculum. Ruth Roberts met with the curriculum directors weekly about the elementary handbook, the curriculum, the continuance plan, record keeping, testing, field trip policies, in-service workshops, the sequential plan, and materials to purchase.

Meetings were also held with the four elementary principals and the librarian attending.

Teacher Resource

Ruth Roberts visits the four project schools regularly and carries through with the following areas of activities.

1. Orients new teachers.
2. Orders and distributes materials.
3. Explains testing and other record keeping requirements.
4. Advises teachers of available resources and how to use the library.
5. Distributes a newsletter.
6. Arranges for speakers, field trips, and in-service training.
7. Gives demonstration lessons.
8. Takes care of films, photo albums, bulletin boards, and all publicity for the elementary schools.
9. Developed a list of microfiche.
10. Screens resource people and places.
11. Assisted with the elementary C.G.I.

Personal Growth and Development

Ruth Roberts served as an evaluator at Berwick and has reviewed materials for the State Department. She has made slide presentations as well as being a consultant to the Portland and Biddeford School Systems. She has attended workshops on Value Clarification and Decision Making, conducted the Elementary Handbook Workshop, visited other projects, participated in the C.G.I., and assisted with the secondary curriculum in-service workshop this past summer.

The reading of professional books, reports, periodicals and articles is a never ending job. ERIC provides a wealth of materials in all areas at all levels. Studying catalogs, visiting book exhibits and previewing and testing materials provides background in objectives, goals, techniques and methods of career education.

A Continuum Plan K-6

To assure the continuance of the Career Education Program K-6 in the South Portland schools, the school principals, librarians, curriculum directors, teachers and parents' roles were outlined in a rough draft at a meeting attended by the elementary principals, Career Education Director and Assistant Director, and the curriculum coordinators.

Each one's responsibility was discussed and it is hoped that we will develop a model which may be readily adopted by any other school. Most people expressed confidence that a continuance plan can take place without carrying over too much expense and personnel.

Documentation

Several forms of records have been kept by the coordinator and anecdotal procedures have been adopted for permanent student records.

For purposes of relating the work of the coordinator, preparation of monthly reports have been maintained. Every month field trips and speakers are listed according to location, grade level, school, and career area. Activities of the coordinator are identified according to the seven areas (curriculum development, inservice training, teacher resource, etc.) and minutes of important meetings of that month are included. These monthly reports are an accurate account of events and a convenient source of information for staff and visitors interested in the progress of career education at the elementary level.

Anecdotal records of the comments of teachers and students have been maintained, and a student record sheet has been developed to be used next year.

In cooperation with the school librarian, a system to catalog resources in career education was determined. This listing of field trips, speakers, and other resources will be available in each school card catalogs. Field Trip Guides with information for teachers to use in class orientation and follow-up have been prepared in many areas and will be continued next year.

A questionnaire was sent to all elementary teachers to gather data on their involvement in teaching career education, their reactions to the program, and observations of teacher and pupil behavior change. One hundred per cent of the 53 elementary teachers conducted career education activities in their classes. The teachers' responses to personal and student changes were extremely revealing and indicate overwhelmingly that the elementary program in South Portland is having a positive effect upon parents, teachers and students.

Audio-visual documentation is very worthwhile, such as movies, slides, snapshots and video and audio taping. This is elaborated upon in area of "Dissemination".

Grades 7-12 Guidance

The South Portland career education project has two main thrusts: a guidance component and a curriculum component. The guidance component is designed to help students by expanding guidance services. Secondary guidance personnel addressed themselves to the following four areas which include: (1) the development of a Career Education Resource Center in the junior and senior high schools with up-to-date career and school information; (2) the installation of a formal placement service for full and part-time jobs as well as college placement; (3) better use of community resources in order to acquaint the student with the real world of work and utilize the community's expertise; and, (4) surveys and follow-up studies for the purpose of curriculum change as well as obtaining feed-back information to the end of better informed guidance counseling.

Adult counseling service is available every Wednesday evening from 7 to 9 p.m. at the high school for all out-of-school South Portland residents.

Grades 7-9

Through the medium of the Career Resource Center and the services of the guidance assistants, the junior high guidance personnel have determined the following career education goals for grades 7-9 in order to help students, faculty, and parents to understand, appreciate and enter into a meaningful human relationship.

1. To help students to:
 - a. relate their own interests, abilities, likes, dislikes, and values to 3 or more of the 15 career clusters.
 - b. evaluate their aptitudes and abilities and increase self-awareness through the interpretation of individual standardized tests, cumulative records, activity records, and uniform transcript records, and evolve education and occupation plans in terms of such evaluation.
 - c. become acquainted with the skills, technical requirements, working conditions, responsibilities, and rewards in a variety of careers.
 - d. prepare a plan of study appropriate to their career choices.
 - e. "hands on" experience in the work world to acquaint them with life as they soon will know it.
 - f. develop a positive attitude toward work to improve both personal job satisfaction and quality of product.
2. To help the faculty to:
 - a. continue to enlarge upon the career development models of the elementary school program to reinforce and expand positive concepts concerning the world of work.
 - b. take an active role in interpreting the school's objectives to students, parents, and the community at large.
 - c. interpret the objectives of Career Education to their students and to the community at large.
 - d. use the Career Resource Center and its materials to supplement instruction.
 - e. provide an opportunity to use the faculty in our "Talent Park" of people willing to serve as speakers and/or specialists.

3. To help the parents to:

- a. utilize community resources including businesses, industries, and people to help students gain insight into the skills and training required for several occupations.
- b. understand school objectives.
- c. understand the definition and function of the Career Resource Center.

The influence of Project REVAMP has encouraged the junior highs to examine in depth the objectives of the schools in terms of the relevance of their curricula to the realities of life.

The Career Resource Centers have been established with a wealth of current occupational materials made available. At each school film festivals, organized and presented by the guidance assistants, were conducted showing career oriented films and filmstrips weekly.

The assistants arranged for various resource people to be available in the resource centers for classes or individuals interested in certain careers, and assisted students in procuring social security cards. Along with the school and public libraries the centers are heavily used by students and teachers for personal or assigned research.

The assistants' careful documentation of the activities and use of the resource centers indicate that the program at this level has been exerting a positive influence on both the school and public communities.

Along with bulletin boards and other displays and announcements, career education newsletters are prepared periodically to promote interest and understanding of the centers' services as well as occupational information. One of the assistants has developed a student organization called "KROW Club" (work spelled backwards), whose members aid in the execution of the above tasks as well as think up new activities of their own.

Both centers provided part-time job information, but because students are younger than high school youths the availability of positions was far more limited and the number of students served was therefore far smaller. We have taken the approach at this level that we want to encourage the students to develop a work attitude and, at the same time, get exposure to careers in the world of work by volunteering their services to areas or situations conducive to their career interests.

Formerly seventh and ninth graders were not exposed to career education in their curricula. Project REVAMP has enabled the guidance staffs to provide special in-depth programs for all students - grades seven, eight and nine.

This year special guidance programs included seventh and eighth grade Career Education Orientation programs, the eighth grade Career Fair (Appendix C) and ninth grade Job Shadowing. The Career Fair was a joint undertaking for the two junior highs and is reported in detail in this report. Two approaches were used in conducting the Mahoney and Memorial Job Shadowing. The Mahoney plan involved greater parent participation, while Memorial emphasized the student's freedom of choice and interests. Both programs had numerous merits, and each school benefited from the experience of the other. As in the case of the Career Fair, individual reports are included on the ninth grade projects.

Junior high teachers and guidance counselors have been provided opportunities to observe other communities, attend seminars, and explore local businesses as sources of career information, and several participated in the Career Guidance Institute.

The involvement of the junior high school guidance assistants consists of working with the students and the teachers, doing group work, purchasing materials, job placement, and film festivals. This leads to overall involvement which is a vital cog in the REVAMP operation. The needs assessment and job analysis comes out of the follow-up questionnaire (7th, 10th and high school follow-ups) surveys.

Grades 10-12

The project design for a differential guidance staff found tremendous expansion in the four areas of concern: (1) resource center, (2) placement services, (3) community resources, and (4) surveys and follow-up studies. Although each guidance counselor must have a sound background and understanding of all four areas, for purposes of organization and reporting, each counselor has assumed the major role of responsibility in one of the four above areas. Regularly scheduled meetings are held to keep all counselors informed of individual efforts, and to keep up to date on coordinating efforts. The counselors developed a daily log sheet to be adapted by the department for a uniform documentation easily transferable for monthly and quarterly reports.

The guidance assistant has worked closely with the counselors in all four of the concern areas.

The Resource Center is open days from 7:30 a.m. to 4:00 p.m., or after these hours by appointment. Resource personnel visited other Resource Centers for ideas and information.

Materials are revitalized every three years. This was not possible before Career Ed brought in more personnel. As of now, all career information more than three years old has been disposed of and at least 500 new pamphlets and career books ordered. The majority of the materials requested have been free. Both at the junior highs and senior high free materials are requested in four or more copies, so that extras can be passed by inter-office mail. This cuts down on the letter writing time and postage involved if we wrote separately.

Bulletin boards in and outside of the Resource Center are changed weekly to maintain high student interest and direct them to the Career Resource Center.

A considerable amount of Resource personnel's time is spent reading the latest materials pertaining to Career Education and directing articles relevant to our project to the attention of Guidance Counselors. Additional help is utilized to do typing and filing two mornings a week. A Human Resource list is used to help students formulate career plans.

At the request of the teachers, a pass was made up for students using the Resource Center during study periods. The upper half indicates the time the student left class, arrived at Career Resource Center and left CRC. The lower half is kept by the Resource Center and lists student's name, class standing, and area of scholastic interest. Special interest notations are made on these and they are kept as a means of recording student use of the room.

Files of information are constantly expanding as a result of filling student requests; i.e. Locksmith information was obtained for a boy and a file of information in this area established as a result.

Junior High counselors have called on the Resource Center in the High School to get information about job openings for their drop-outs. Several references have been given.

The guidance assistant has prepared a hand out and floor plan of the Career Resource Center to facilitate self-orientation to the physical set up and materials available. She has grouped the resources into the following categories:

- Guidance and job exploratory materials
- Curriculum and other teacher resources
- Career Education materials (programs, sources of materials, etc.)

- Military information

- Files:

- College profiles and applications
 - Career information (general)
 - Federal information
 - Career oriented news items
 - Geographic file
 - Company file
 - Industry file
 - College Major File

- Pamphlet racks of hand-out information on careers and schooling

- Area devoted to Greater Portland industries from Career Guidance Institute tours

- Area geared to adult (grade 13-up) counseling

- Guidance periodicals and other educational periodicals

- School information (College Blue Book, etc.)

- Financial aid for future educational needs information

- Section containing college catalogs for every state and many foreign, particularly Canadian, (approx. 900 catalogs)

The guidance assistant has prepared newsletters of information for the students. Announcements of coming events, college and job placement facts, and invitations to the resource center are published for parents, students and faculty.

The general categories of placement fall into: job, service, technical training programs, 2 year colleges, 4 year colleges, marriage, or "other". The information is listed according to sex. Records are being kept on student job placement while in South Portland High and data is being collected on the post secondary plans of this year's graduates. A pre-tally of the senior questionnaire was compiled and personal counseling was held for students with no plans.

Of the general categories of placement, that of job placement has experienced the greatest expansion this year. Through the joint efforts of counselors and the guidance assistant, a job bank has been established. In order to help locate part-time, summer, and full-time employment for high school students, dropouts, or recent graduates, a letter was sent to all the area businesses and 13 service clubs explaining the career education program and requesting their assistance in establishing the job bank. Students were helped to acquire the necessary social security cards and referred to the superintendent's office for work permits.

A telephone follow-up to businesses employing South Portland students was conducted to determine the success or failure of students placed through the job bank and for new job possibilities. Volunteer work was also set up with the police station, hospitals, and other agencies.

In addition to the job bank, students are referred to newspaper want ads, books listing summer jobs, and the questionnaires returned by local businesses indicating an interest in hiring student help when needed. They are encouraged to follow all possible leads on their own, in addition to those furnished to them from the job bank.

A Career of the Week program began as an attempt to familiarize students with the wide variety of job opportunities available to them and the different forms and lengths of training programs necessary to perform particular jobs. We chose to acquaint them with the concept of clusters of occupations by presenting a full day of careers related to one cluster twice a month, regularly scheduled on the second and fourth Wednesday of the month during the school sessions. Not only do the Career Days propose to expose students to job choices but they also aim to enlighten teachers as to the range of careers contained in each cluster, and to have them relate subject matter in some way to careers.

Teachers are invited to bring entire classes by reserving a time slot or students are encouraged to use their study halls to attend. A weekly newsletter announces the upcoming career cluster to be featured and the materials to be presented. Posters are placed on bulletin boards throughout the school prior to the career day and an announcement

is made over the school intercom on the day before and the day of the presentation. The teachers are also sent a schedule of the planned careers for the year which is made out in the fall.

There are four methods of presenting career information for our programs: movies, filmstrip/cassettes, video tapes and live speakers. Movies are available on free loan from various sources, which give professional coverage to either specific careers or to all the careers in a particular industry. These can be reserved as far in advance as a year so that it is easy to plan out an annual program after the first year. We do not recommend investing in buying a library of career films because they become obsolete so quickly. If you can't borrow an appropriate film, it is cheaper in the long run to rent one.

A second method of presenting a career is with commercially prepared filmstrips and cassettes. These are usually pretty general in content and brief so that a follow-up discussion must be planned if that is all that is planned to be shown that day. There are a couple of good basic sets that we have purchased and loan to all the schools in the local system but, again, it can be very expensive expanding a library of this sort and we have found that the Media Resource Center that serves the surrounding communities can meet our needs.

The third method of presentation is with self-made audio-visual tapes. We have been most fortunate in the cooperation received from the local community in our efforts to educate our students as to the opportunities which exist locally. Speakers, representative of all the clusters, have given of their time to come to the school and be interviewed on video tape. At first we did the interviewing ourselves but saw a learning experience involved in this and turned it over to the speech class. We worked closely with the students and their teacher but the students did all the final interviews and filming themselves. The teacher and students were all most willing to get involved and, in addition to doing interviewing, they made cassette tapes for filmstrips which came with only accompanying scripts.

Occasionally we have had speakers come in and give some background information on their jobs. Question and answer periods follow. We tape these visits so that those who could not attend can view them at a later date.

From a recent school-wide feedback questionnaire, we learned that 72% of the student body has been to at least one Career of the Week and that most have been an average of three times. The preferred method of presentation is movies, with live speakers second. We received many good suggestions for future career days and will refer to these in making our schedule for next year.

In addition to the visual presentations, we posted appropriate posters around the room depicting many careers of a certain cluster. We also had samples displayed on tables of the printed materials on file in the Resource Room and a bibliography of other materials which one could read relative to a particular career.

The cooperation of many teachers made the Career of the Week a success. The majority of the students came as members of a class or were made aware of the program by their teachers. The Career of the Week served a two-fold purpose in that it oriented both students and teachers to our large group counseling room and made them aware of this and other programs being carried on during the course of the year, as well as familiarizing them with the career cluster concept and opportunities within each cluster.

In the area of community resources, the following report was submitted by the guidance staff.

Knowledge and utilization of community resources is a prime function among many functions and responsibilities of a counselor and should be conducted or designed to increase awareness of both educators and employers in order to foster improved career possibilities for all students and make education more relevant to developing individual talents and pursuing career choices. With rapid technological advances, the skills of parents may be less relevant and useful to their children in choosing a career. Thus, there must be an outreach to parents, students, community and business leaders through innovative methods demonstrated by the involvement of the media as well as the officials of the government and academic community. To this goal a counselor must be dedicated.

At the beginning of the school year, letters were sent to 200 businessmen in the Greater Portland area explaining the Career Education Program being implemented in the South Portland School System. The letters further asked these community members for their cooperation in providing part-time jobs for our in-school students and full time employment for recent graduates who have yet to find their place in the community. Utilization of this segment of the community lead to placement functions.

Various speaking engagements and appearances by staff before local PTA's and service organizations led to the establishment of a Human Resource List of people willing to share their expertise and invaluable knowledge beneficial to educator and student alike.

In addition to the Portland Rotary, the South Portland and Cape Elizabeth Rotary and the South Portland Lions Service Organizations are willing to make their services available to our students.

During the month of December, a follow-up letter was sent to the members of the previous year's graduating class and to the class members who were graduated five years previously. A questionnaire with a return postage-paid envelope was sent asking graduates how they feel about their school training and how successful the training had been in helping them obtain jobs. They were also asked to make comments and suggestions for improving the school's program. (Appendix D)

Hands-on experiences were provided for the 10th grade students during March and April. They visited the regional vocational schools

and our own Work-Study and Distributive Education classes. A total of 133 students made these visits. The students interested in culinary arts helped prepare and serve the meals for the South Portland Teachers Association and the Career Guidance Institute banquets. Approximately 56 students were involved in this project. Each counselor provided at least one field trip a month in the Greater Portland Area (at least 13 field trips with a total of 173 students) and the information documented.

The junior high guidance counselors devised a questionnaire to be given to the 10th grade students to assist the guidance people in evaluating the guidance services at the junior high level. The following conclusions and recommendations were tabulated. (Appendix E)

Orientation to junior high school:

Conclusions: It can be assumed that the orientation program has been fairly successful from the survey. It is to be noted that the program being evaluated has been changed due to the dissatisfaction felt by the counselors of this program. A survey has been made of the current grade 7 students to be used as a comparison at a later date.

Recommendations: To be held in abeyance until the 2nd survey can be tallied and a comparison made.

Standardized Testing:

Conclusions: The students are not making use of the test results as it is hoped they would. It is to be noted that the students surveyed did not receive the great impetus in Career Education when they were in Grades 7 and 8.

Recommendations: More stress must be put on showing students how to use their test results.

Planning Course of Studies:

Conclusions: Overall view, planning course of studies is quite satisfactory. Some of the questions are invalid as the students were not aware of contact between parent and counselor.

Recommendations: A formal orientation of the mechanics of the course of studies procedures needs to be held for teachers, since so many students indicated teachers' helpfulness in completing course of study cards.

Career Planning:

Conclusions: Work done in this area indicated some success.

Recommendations: Greater stress put on understanding the structure of jobs and values, attitudes and responsibilities needed in the world of work. Further development of Grade 9 job shadowing project.

Understanding Self:

Conclusions: Guidance department needs to revise structure of working in this area.

Recommendations: Revise present group guidance classes. Have large groups for information giving and small groups for attitudes, values, etc. understanding.

Individual Counseling:

Conclusions: There seems to be some confusion within this area (d, e, and b) as compared to existing statistics.

Recommendations: Review needs to be carried on and reevaluation of counselors' attitudes.

Sophomore Orientation

In reviewing the existing orientation program for incoming sophomores, it was felt that, in many ways, the program did not meet the needs of the students. Previous methods of orienting ninth graders to what to expect at the senior high included having the counselors visit the junior highs and speak to their prospective counselees; an invitation to parents to attend the orientation talks and ask questions (attendance at this was very low); and a day of orientation prior to the opening of school, at which time the students were directed to their homerooms and given their fall schedule of classes. Conducting the program the day before school opened did give students an opportunity to run through their schedules and find their homerooms but it did not give them a chance to speak with teachers, as the teachers were busy preparing for opening day.

Students should have an opportunity to talk with teachers, administrators, and counselors as well as see the facilities. Also, the orientation would be of greater value if held at a time which would coincide with the students choosing a program of studies.

Concluding, then, that a change was necessary and that there should be more faculty involvement in the orientation program, the following decisions were made:

- (1) A new, more total, type of orientation would be held.
- (2) Faculty members would be encouraged to participate.
- (3) Parents of incoming students would be invited to attend the orientation program.

Once the decision had been made to change the orientation and involve more people, a program had to be planned. The guidance department divided the responsibilities into four general areas and a counselor was responsible for each.

The following is a breakdown of counselor responsibilities:

- (1) General program - coordinating all activities, establishing a time table for the program.

- (2) Publicity - articles were printed in local newspapers prior to the program, and radio stations having "public service announcements" were contacted and asked for cooperation. The school's Art Department was asked to help with the publicity by making signs for faculty members, identifying them and their department or extra-curricular involvement.
- (3) Faculty involvement - faculty members were contacted and their participation requested. Coaches, club advisors and department chairmen were all given the opportunity to have display areas if desired.
- (4) Invitation - parents of incoming sophomores were sent a letter explaining the program and urging them to attend. Invitations were also extended to junior high faculty members.

The program was divided into three parts: parents and students to meet and have a short discussion with counselors; tour of the school, conducted by members of the current sophomore class; and, finally, a discussion period which provided students and parents an opportunity to talk freely with administrators, teachers, advisors, and coaches regarding specific interests.

As previously mentioned, the members of the current sophomore class acted as guides during the evening. They greeted the parents and students at the front door and directed them to the guidance counselor responsible for the portion of the alphabet in which the students came.

Students and parents were given a hand-out of the program upon their arrival. The counselors met their future counselees and their parents in separate rooms and addressed their groups for about fifteen minutes. The people were then divided into small groups and given a tour of the entire physical plant. All facilities were open and in many areas special displays were set up, highlighting various programs. Finally the groups were returned to the original meeting place and encouraged to visit areas of interest individually.

Over three hundred students and parents participated in the orientation program. This represented about 40% of the incoming class. Comments from most were very favorable.

Faculty participants were asked to evaluate the program and there was an overwhelming feeling that it had been worthwhile. Suggestions were made for improving the program but all agreed it should be held again next year.

In conclusion, this type of an orientation program is most effective as it involves all forces concerned with education. Students have an opportunity to meet teachers and advisors and see the many facilities and activities available. Parents, hopefully, are made aware of the many opportunities existing for the students. The parents were very positive in their evaluation of the program and left with a much clearer picture of South Portland High School. The day prior to the start of fall classes will still be open to sophomores, to enable them to pick up their schedules, but it is felt that those incoming sophomores who attended our new orientation program will experience less frustration in their adjustment to the senior high.

In September all the sophomores had adjustment sessions where they met in groups with introductions to the other students in the group being made and informal discussions about what they did in the summer as well as how they were getting along in school following.

An orientation for the parents of special education students was held in which the program of study was explained as well as the experiences that the student could expect to be involved in during the school year. The constant availability of the counselor to the parents of the special education students was emphasized during this encounter.

Senior Career Day

All of us have had the experience of submitting to an interview. The session may have been relaxed and casual or it may have been tense and a harrowing experience. The Guidance Department at South Portland High School, in its continued commitment to the value and need of Career Education, initiated a program which would involve all Seniors in a real life situation so as to enable all 321 members of the class to experience an interviewing session with a local professional personnel person.

The overall objective was to have the students involved in the interviewing process. As subgoals, we wanted these young people to:

- (a) formulate their thinking prior to the interview experience.
- (b) have them look at themselves and consider what their values are in terms of past and present choices they have made in all phases of their lives.
- (c) think through their goals - whether the sought after job would be for security, happiness or advancement.
- (d) have the opportunity to have their interview evaluated by a professional interviewer.
- (e) discuss with them the social aspects of an interview - e.g. a feeling of ease rather than tension.
- (f) receive constructive criticism from the interviewers so as to assist them in future interviews.

The entire process, which culminated in Senior Career Day, took up eight class periods. The senior English teachers were most cooperative and were involved in the planning of this activity. A detailed plan was worked out between the Guidance and English Departments as well as detailed information sheets, which were exchanged as the process evolved.

The four guidance counselors and guidance assistant found themselves before separate English classes on the Monday morning following April vacation armed with a "Values Clarification Packet". In this packet were included materials which the student would use in the two days of exercises with the counselors. On the first day, two of Sidney Simon's strategies were used - "Twenty Loves" and "Coat of Arms". On the second day, life priorities were listed and rated, a forced decision exercise was used, a career awareness form was filled out by each student, and a "use of leisure time" form was developed.

In the last session with the counselors, each student selected three representatives by whom he/she would like to be interviewed. The interviewers were representative of business, education, Armed Services, Employment Security Commission and Apprenticeship Programs. Each student was assured that he/she would receive one of the three choices. It was also pointed out that all seniors would experience at least two interviewing sessions of 12 minutes each. (In reality many had three interviews.) It was made clear to the students that no employers were coming here with job offers, that this was to be purely an experience in interviewing. It was also stated that if by chance a student impressed an employer favorably that any forthcoming future job offer would be up to the employer.

The English teachers returned to their role on the third day and spent the time briefing and discussing with their students the interviewing process, the selling of oneself, the "how to" of seeking employment. Also, they began formal instruction in the writing of a resume. These were written by the student in his/her own handwriting.

On the following Monday, all senior English classes met in the group guidance room where a counselor showed them a professionally prepared video-tape on the "do's and don'ts" of interviewing. A discussion and role playing exercise made this a meaningful session.

The interview sessions were divided into five 45 minute sessions. As each student entered the area, he/she was given a placement folder which was filled with information ranging from "Interviewing Techniques" to "How to Spend Your First Pay Check". A waiting area was provided for those students who were not being interviewed at the time. All counselors were on duty to ensure that every student met his appointment, that time was called after 12 minutes, and, in case of an absent student, that a student was available to take the place of any absentee. Extra resumes were kept on a table in alphabetical order so that students could quickly have one in hand for unscheduled interviews.

The activity began promptly and ended four hours later. A break of twenty minutes allowed the interviewers to enjoy an attractive buffet, again provided by the Home Economics students. The Key Clubbers were on the scene to remove and return the borrowed chairs and tables as soon as the activity ended. Within a half hour, the gym had been restored to its original condition.

Coverage was provided by a local TV station as well as two local newspapers. This coverage was most positive, with the introductory statement that "South Portland does it again" opening the local 6 P.M. news report.

Immediately following the student involvement, on-the-spot rap sessions were conducted with the personnel people. Mr. Freise led the discussion and gathered input from the participants. The following day a follow-up form was distributed to all senior students. The results of the follow-up indicated overwhelming support in all the phases of the lead-up and interviewing exercises, with recommendations to continue the program for future classes.

This was the most positive activity for the Career Education program to date. The huge success of this activity is attributed to superior cooperation. Our local business and educational community, which was contacted by Mr. Freise, was most generous with time and efforts. Backup people for possible cancellations were available and filled in as needed. The school administration was helpful in helping us coordinate classes to permit students the time to participate. The gym instructors relinquished the gym for the day and made alternate plans for their classes. The faculty and students made this one of the most exciting programs of the year. Key words are "cooperation", "coordination" and "involvement".

In conclusion, many fine things emerged from this process. The goal of promoting a meaningful, real life situation and providing the necessary preparation for the activity was achieved with much success. Many students and interviewers made promising contacts and, as a result, some students received offers for both permanent and summer employment. As a result of Senior Career Day, most seniors are less apprehensive about approaching interviews for real job openings. They understand themselves and their goals a little better because they were provided the opportunity to think about them. They will approach an interview knowing that "butterflies" are a natural part of facing a strange situation, but secure in knowing that personnel people are especially trained to put a person at ease and that, if one comes to an interview prepared, there is nothing to fear.

In May the Guidance Department had the senior class members complete a final questionnaire to bring our occupational and educational information up to date. From this survey, a list was compiled of the number planning to attend a four year school, a two year school, and a one year school. The name of the school and the program in which the student has been accepted will also be noted. A list of those who are planning to work or who are presently working will be made and the types of jobs and name of company or employer will be noted. Those enlisting in the service will be asked to give the date of enlistment and the branch of service they are entering. Those not included in the above categories will be asked to state their future plans. Statistics from this survey will be used for the State Report which is sent by the Superintendent's Office at the end of the school year.

Group counseling has been initiated at the high school, meeting with six to eight students to discuss items of common concern. Counselors have found that group work has two advantages: (1) It is a more expedient way to disseminate information and (2) Students benefit from the questions and discussions of their peers. These guidance sessions allow students to evaluate and interpret their own experiences as they fit their career images.

The types of group sessions were value clarification exercises, career awareness workshops, senior day work-ups, information sessions in the homeroom or the Career Resource Center, value awareness film festivals, and twice monthly career days featuring the cluster concept. All students have been involved in group sessions in one form or another.

The high school guidance counselors are involved in counseling sophomores during the summer months to assist them in the transition process. They are also involved in job placement during the vacation period. Counseling service is available to out-of-school students and adults in the community at all times.

Every Wednesday evening during the school year, the Career Resource Center is open from 7:00 to 9:00 p.m. for career counseling, job placement service, and occupational and educational information. A counselor is on duty to help those who want information.

An open-door policy is maintained to keep the lines of communication open which consists of continuous collaboration with parents, guidance counselors, the school nurse, the Employment Security Commission, the Armed Services and the South Portland Police Department. A personal telephone call is made by the counselor to dropouts to assure them of on-going counselor service. There were 84 dropouts last year — 79 were contacted either when they came into school for exit counseling, by phone, or by letter — total 94%. The dropouts were included in the 1-5 year follow-up study.

Grades 13-14

We have been working with SMVTI to establish an adult education program in business subjects to be applied to a certificate or a two year program. The program has been postponed because of budget problems.

Grade 8 - Career Fair

The major project for the 8th grade was the Career Fair where we assembled some 50 careers with the exhibitors demonstrating or simulating their skills. (Appendix C) The two junior high guidance staffs and the career education personnel combined their forces for Exploring the World of Work in the Career Fair. This year we opened it up to the parents in the evening so that the motivation of the students was not lost. This proved to be very successful.

The Assistant Director of Project REVAMP, with the help of the Career Education staff, planned the program, contacted the exhibitors, arranged the floor plan, supervised setting up the facilities, developed a manufacturers' list of products made in the greater Portland area, assembled the booklet, and established a Film Corner.

In addition to organizing the Fair, guidance counselors oriented teachers and students to the event, arranged for name tags and decorations, provided a letter to parents, coffee for exhibitors, waitresses for the luncheon, and were general hosts at the Fair.

Coordinating the project with the counselors, principals worked out gym and bus schedules and helped with their suggestions, encouragement support.

Teachers recommended exhibitors, edited student evaluation sheets, held class discussions and showed enthusiastic support for this project.

Students spent hours decorating the gym and it was interesting that students who had worked on it last year volunteered to help again this year.

Orientation of the students for the Career Fair was conducted by the guidance counselors, career specialists and the teachers. Guidance classes were used (2 or 3 periods) prior to the Fair to motivate the pupils. Each of the cities' two junior high schools would be allowed 1 hour 45 minutes in the gymnasium. Thus it became necessary to alert the 8th graders as to where each exhibitor would be in the gym, who he or she was - title, position, etc. A series of six evaluation questions were given to each pupil in English class following the Fair.

1. List the 3 exhibitors you liked the best.
2. Which one did you like the best and explain why.
3. What did you learn from this Career Fair?
4. Should this Career Fair be repeated another year?
5. How do you think you will benefit from this experience in the future?
6. If you were in charge of this Career Fair, what changes would you suggest to improve the program?

These evaluation questions were also included in the 18 page program each pupil was given the day of the Fair. Programs were handed out during homeroom period as well as in the evening to the parents. Name tags were given to the exhibitors, to school personnel, and to any student that wanted to use a name tag.

English teachers agreed to discuss the morning's activities and complete the evaluation sheets for the counselors. Needless to say, the Fair was successful. Comments on the evaluation sheet indicated this and 98.8% felt that it should be repeated next year. Not only did pupils evaluate the Fair but exhibitors, parents, and faculty were also asked for their evaluation.

Some of the hands-on experiences that turned the students on were: how to put shingles on a roof, how to drill a tooth, how to work a cash register, how to run a forklift, how to make floral arrangements or do pottery, how to cut meat, and how to install a telephone.

Grade 9 - Job Shadowing

The 9th grade shadowing project at Mahoney and Memorial Junior High Schools took place the first week in December under the supervision of the guidance counselors and guidance assistants with approximately 438 students participating.

Plans for Project Job Shadowing were originated back in the winter. Names, addresses, and phone numbers of all the concerns, shops, professionals, et cetera in the Greater Portland area were listed.

Phone calls were made to each business explaining the Career Education program in the South Portland schools and what we wished to accomplish with 9th graders with job shadowing. Would they be willing to have students at their establishments for the day? The majority said "yes" and elaborated on what they could offer our pupils.

The English teachers agreed to lay the ground work for Project Job Shadowing with the pupils in class. Two lessons were planned explaining what shadowing was all about and also the questions to be asked while shadowing. Teachers reviewed last year's unit on careers and the DOT 15 job clusters. (The pupils' project on careers done last year was reviewed.) A job survey done in the fall on 9th grade pupils was also discussed.

In the second lesson in preparation for Project Job Shadowing attitudes were discussed. This was followed by a lengthy discussion over a log which would be given to pupils the day they went out shadowing. This log listed facts pupils were asked to find out:

1. Name of company visited and name of person contacted.
2. Name of job or jobs shadowed.
3. Time job begins.
4. What are the requirements for the job (s)?
5. Special educational requirements — skills needed, minimum age, licensing procedures, where training can be gotten, special personality requirements.
6. Weekly work schedule - overtime.
7. Description of what job consists of.
8. Advantages noted.
9. Disadvantages noted.
10. Beginning wage, method of payment, overtime payment.
11. Fringe benefits, vacation, retirement plan, insurances, sick leave, personal leave, educational help.
12. Method of promotion.
13. Is there a Union? Which one? Cost of union.
14. How to apply for job. (Bring back an application form, if possible.)
15. Identify the occupational cluster in which you would find this job.

Following the Shadowing Project, the English teachers held a follow-up evaluation in class. Pupils discussed their experiences. They suggested ways to improve the program for next year. In short two minute speeches they told how they benefited from the Project.

How Pupils Signed Up -

A week before the project began the guidance counselors and career resource specialist had students sign up to go to the various careers in the local area. The students could choose from a list of people who would allow them to shadow or they were given the opportunity to shadow their parents or a friend.

After pupils signed up, letters were sent out to the career person listing the names of the pupils who would be coming to shadow for the day. In this way teachers, counselors, and the principal knew exactly where each 9th grader would be. All 9th grade teachers agreed they would help supervise and were given various places to check and the names of pupils who should be there. Counselors were also around visiting and checking and even taking pictures of 9th graders in action.

The idea of having teachers and counselors out in the field "observing" was not meant as a police check. It gave teachers and counselors exposure to the world of work. Teachers observed first hand their pupils in action and met all types of people in varied careers in the Greater Portland area. Needless to say this approach fostered good public relations between the educators and the world of work.

An evaluation of Project Job Shadowing for pupils included the following questions done in English classes and returned to the guidance office.

1. Describe briefly the purpose of the company person or organization you visited.
2. Describe your tour - area and function departments and functions.
3. Hours of normal work day.
4. Employment opportunities and entry level jobs.
5. Education and/or training needed.
6. Salary range.
7. Fringe benefits.
8. Advancement possibilities.
9. Did people there look happy? Yes ☐ No ☐
10. Appearance and clothing of workers.
11. How do you feel about the jobs or careers after your visit?
12. Would you like this job as a career? If yes, why?
13. Was the shadowing worthwhile for you? Yes ☐ No ☐
14. Should this project be done again next year? Yes ☐ No ☐

To get a general idea on how this project was received by pupils, listed below are a few answers from question 11 of the evaluation sheet (How do you feel about this job or career after your visit?).

"Great, you get a chance to meet new people and places."

"Now I'm sure I'd like to get into this kind of job."

"It changed my view toward business."

"It was a great experience!"

Some of the teachers commented that the companies involved for a second year did a better job because they knew what to expect. They also felt that the evaluation and log were too repetitious. All in all, however, everyone agreed that the Job Shadowing Project was a great success.

Grades 7-12 Career Guidance Institute

Historical Background - During the 1974-75 academic school year, South Portland Public Schools and the Greater Portland Chamber of Commerce collaborated in the operation of a Career Guidance Institute under the sponsorship of The National Alliance of Businessmen and the United States Department of Labor. The purpose of the Institute was to create an interface between parents, educators, students and businessmen. Of

major concern was the extent of career opportunities in the Greater Portland Area for non-college bound and disadvantaged students and career ladder potential for those gaining employment.

The Institute was also visualized as an inservice educational activity for educators in the South Portland Schools and was designed to enhance their career education program. More specifically, to expose them to the world of work, and the implications it could provide for education, the teacher, and the classroom environment.

Institute objectives were based on the "Dimensions of Career Education" as approved by the Career Education Advisory Committee and Institute design consisted of a refinement of procedures utilized in the 1974 Career Guidance Institute model with consideration given to recommendations published in the CGI Final Report, June 1, 1974.

Dr. Arthur Berry, Director of Vocational-Technical Education, University of Maine at Portland-Gorham, was designated as Workshop Coordinator to work with Frederick E. Freise, Assistant Director of REVAMP, who assumed directorship of the 1974-75 Career Guidance Institute.

Institute Goals and Objectives - General goals as presented in the specifications by The National Alliance of Businessmen were accepted as the basis for the CGI. At the conclusion of CGI, in accordance with "Dimensions of Career Education", the participants will:

1. Identify values, interests, abilities, needs and other self characteristics as they relate to occupational roles. (self dimension)
2. Explore occupational areas and describe opportunities, potential satisfactions, required roles of workers and other related dimensions. (occupational information dimension)
3. Describe the psychological meaning of work and its value in the human experience. (psychology of work dimension)
4. Describe modern work structure, and work environments, and organizational characteristics. (organizational dimension)
5. Tell how the individual's role in work is tied to the well-being of the community. (social contribution dimension)
6. Demonstrate planfulness in striving to achieve occupational goals and objectives. (planfulness dimension)
7. Demonstrate through work-relevant behavior that one is acquiring a concept of self as a productive person in a work-centered society. (work ethics dimension)
8. Describe that relationship which exists between basic skills, marketable skills, and interpersonal skills and the jobs one can reasonably aspire to in adult life. (school-work relationship dimension)

9. Demonstrate possession of a reasonable degree of basic skills, knowledges, and behavioral characteristics associated with some type of work or occupational area. (occupational preparation dimension)
10. Be aware of desirable work-relevant behavior, an ability to learn, adjust to, and advance in a chosen occupation. (work adjustment dimension)

Overview Of The Institute - The Career Guidance Institute was structured on the model developed in 1974, however, scheduling was changed based on participant recommendations. Participants were divided into two groups; those individuals from elementary schools, or those with a focus towards career emphasis at the elementary school level; and those from secondary schools, or those with a focus towards career emphasis at that level.

Elementary participants met on Tuesdays while secondary met on Thursday. Two industry-visitations were held followed by a work session.

In order to provide relevance to the Career Education program, occupational clusters, as identified by the United States Office of Education, were selected and companies within these clusters in the Greater Portland Area were contacted regarding the Institute and their willingness to become involved. In addition to the occupational clusters, consideration was also given to the curriculum materials currently in use in the South Portland Public Schools and an attempt was made to match visitations and careers to these materials. Those industries or businesses indicating a willingness to participate were provided with a list of information desired from the company and a "business-industry tour" information guide.

The resource material solicited was compiled and placed in the career resource centers of the South Portland Public Schools for use by teachers, counselors and students. The "business-industry tour" guide provided each business participant was designed to assure that the visitation would be structured and appropriate to institute objectives.

The format of each tour-visitation was as follows: A 15 minute briefing, a 45 minute tour, and a 60 minute discussion period.

Work sessions were held following two industry-business visitations for each group of participants. Following the last visitation session, both groups of participants met jointly to compare their experiences and evaluate institute effectiveness. A feedback mechanism was utilized after all visitations and work sessions and provided the Director and Coordinator with a bases for restructuring sessions to make them more relevant.

Each tour-visitation, as well as workshop session, was taped, edited and published by the Institute. The publication "Career Opportunities in Greater Portland, Maine - Visitation Notes and Info" Volume No. 2 was distributed to all Institute participants as well as guidance counselors and other interested parties in the Greater Portland area. Volume No. 1 is currently being utilized as a text and reference

in a number of cooperative work-experience programs. Volume No. 2 provides them with additional resource material.

Education and its relevance to the world of work was a major institute objective. At each work session participants were asked to identify a minimum of ten terms relating to careers that they thought a student should understand, or be aware of. These words, or terms, were compiled into a master list and at the final work session each participant was asked to indicate the grade level at which it should be introduced into the curriculum. Responses on Career Terms were compiled for curriculum use.

Participants were also asked at the final work session to respond to the following question:

"Based on your tours and work sessions, list those areas or facts that need emphasis or change in education if we are to better prepare youth for job entry."

Their responses were added to those identified from the tapes and presented to the participants. Small groups reacted to the composite listing and made specific recommendations for the South Portland Public School System.

Evaluation of the Career Guidance Institute - From the outset, it was planned to evaluate the Institute in a variety of ways. These include:

1. Administration of a Pre-Test and a Post-Test to all participants and to analyze the results.
2. Utilization of a feedback device to ascertain relevance of work sessions and achievement of institute goals.
3. An informal discussion of the strengths and weaknesses of the Career Guidance Institute by participants, business representatives, and staff at the last work session.
4. Informal appraisal by the project staff. Some highlights of the appraisal are:

Pre-Test and Post-Test:

The Pre-Test and Post-Test were designed to determine achievement of Institute objectives. Responses on a 0-10 rating scale were not designed to be used for statistical comparisons but to serve as indications of general change in attitude, knowledge and understandings. The results, as shown on the "Pre-Test - Post-Test Profile" reveal a positive growth on all 19 assessment items.

General Conclusions - Institute goals and objectives were met in a variety of ways:

1. Tour-visitations provided an interface of the business and educational communities.
2. The Pre-Post Test indicated growth in attitudes, knowledges and understandings.

3. Volume #2 - "Career Opportunities in Greater Portland, Maine -- Visitation Notes and Info" was developed for use by teachers, counselors, and students.
4. Resource materials were added to the Career Resource Centers of the South Portland Public Schools.
5. Additional business-industrial personnel were added to those willing to serve as resource persons for educational purposes.
6. Participant awareness of local business-industry and its implications for the Career Education Program were identified.
7. A listing of Career Terms was developed and prioritized for usage in the educational program.
8. Educational needs were identified and recommendations made to local school authorities.
9. The Career Guidance Institute model, developed in 1971, was refined and tested as to its effectiveness as an in-service technique for educational purposes.

Grade 7-12 English Secondary Curriculum Coordinators

As indicated in the project design, the secondary curriculum coordinators would work closely with the department chairmen and the REVAMP Assistant Director to develop course offerings. Studies of the present South Portland secondary English program and those of other schools would lead to a modification of our existing curriculum.

Two teachers were released from the classroom, one from the junior high and one from the senior high, to review the English curriculum. Preliminary work was done by the high school English teachers last spring when they developed a rationale sheet as a model for the curriculum coordinators to work from for English courses to be phased. Their first duty was to establish a Process Chart in which they consented to

1. assess the needs of the English curriculum 7-12 through a survey of parents, teachers, students, business, and industry.
2. revise the English curriculum and infuse Career Education into courses after a study of resource areas, schools, vocational education areas, libraries, and colleges.

Personal growth and development was attained by attending meetings, institutes and conferences pertaining to English curriculum and Career Education.

The curriculum coordinators assisted in planning and carrying out Career Education in-service training for secondary teachers and assisted the Guidance Department in planning and scheduling demonstrations, consultants and field trips.

A Scope and Sequence Chart (dealing with grammar and usage for Grades 4-10 and composition for Grades 7-12) was developed. This led to the Secondary English Curriculum Recommendations which were submitted to the superintendent and the School Board on March 10, 1975. (Appendix F) A proposed English Sequential Curriculum Plan for Grades 7-10 was developed and given to all English teachers.

The curriculum coordinators have developed a list of texts and materials used in their research, a list of State Curriculum Guides, and also have a dissemination sheet in which they document all the materials they disseminate.

Workshops during the year were conducted in which they worked on writing course descriptions for the Career Education courses to be offered at the 9th and 12th grade levels.

The Language Arts Curriculum Guide has been developed for the 7th, 8th and 9th grades. (Appendix G)

Grade 7-12 Secondary Curriculum Coordinator

The junior high mathematics Career Education curriculum coordinator's position was extended for another year to assure implementation of the mathematics curriculum revisions as well as assist all teachers with Career Education activities. Her other responsibilities were:

1. Assist the Guidance Department and classroom teachers in planning and scheduling consultants, speakers, demonstrations, and field trips.
2. Orient teachers in use of A-V equipment such as video tape equipment and super 8 Kodak "talkie".
3. Work with Resource Centers to establish catalog and intra-school mailing system for career education audio-visual materials.
4. Assist in planning and carrying out career education in-service training for secondary teachers and new secondary career education curriculum coordinators in English.
5. Attend institutes and conferences in career education for personal growth and development and share materials with teachers.
6. Visit other schools and career education projects and make arrangements for secondary teachers to visit outstanding ones.
7. Maintain a log of secondary career education activities, submit in advance a calendar of activities, and document all activities.
8. Assist the Assistant Director with preparation of periodic newsletter.
9. Assist in public relations with secondary parent groups and the community.

10. Disseminate project information and materials.
11. Document all dissemination of mathematics and Career Education multi-media materials.
12. Perform other duties as instructed by the Assistant Director.

The curriculum coordinator assembled a package of "help sheets" consisting of such items as publications produced by the REVAMP Project, commercial publications relating to Career Education, a list of all the forms and reports used in the REVAMP Project, sample units of secondary Career Education activities relating to the different disciplines, plus Career Education unit activities developed by the English and Mathematics Departments of South Portland.

A Mathematics Careers Institute was conducted during the summer of '74 by the curriculum coordinator in which the mathematics teachers developed material to be used in their classes relating to the new mathematics course of studies.

The curriculum coordinator submitted to the superintendent and the School Board members a report on the follow-up of the Secondary Mathematics Revisions on May 16, 1975. (Appendix H)

Monthly reports of the curriculum coordinator's activities were submitted to the Assistant Director and included field trips, meetings, visitations, resource people, public relations, in-service and other activities.

6.(e)

Third Party Evaluation

REVAMP:

Revitalize the Vocational and Academic
Multifarious Program Through Career Education

Exemplary Project in Vocational Education
South Portland, Maine

INTERIM EVALUATION REPORT

July 1, 1974 - June 30, 1975

Project No.: V361112
Grant No.: OEG-0-73-5305

Submitted by:
New England Resource Center for Occupational
Education
44 Brattle Street
Cambridge, Massachusetts 02138

Table of Contents

Context Evaluation

Project Goals and Objectives

Evaluation of Project Components

Management Component

Elementary Component

Curriculum Development Component

Guidance-Counseling Component

Conclusions - Recommendations - Future Directions

Appendix A - Evaluation Design

Appendix B - Quarterly Evaluation Reports

Summary

K-6	996
7-9	1349
10-12	1195
	3540

All the students attending the schools designated above will participate in the project.

Although the one private school in South Portland is not located in any of the elementary school districts included in the project, all opportunities for in-service training of professional staff will be extended to the teaching personnel and assistance will be given by the elementary curriculum coordinator to help prepare materials which the private school might desire.

In addition to the number of public school participants noted above, it is estimated that 150 out-of-school youth and adults were included in the second year of the project. Every effort will be made by the existing guidance staff and project personnel to ferret out any interested persons in South Portland. It is anticipated that the 150 out-of-school youth will for the most part be part-time or short term students, taking advantage perhaps of only the guidance services or one academic course.

Special Factors.

During the 1974-75 fiscal year, no unusual social or economic factors were introduced into the South Portland areas which had an effect on the Career Education Project.

PROJECT GOALS AND OBJECTIVES

The long range (3 year) goals and objectives of the project remain the same with annual implementation objectives representing "steps" or "milestones" along the road to full implementation.

1. Project Description.

The overall project provides each student from K-14 developmental activities beginning with self-awareness, awareness of the work in K-6, orientation and exploration occurring in grades 7-9, and preparation and placement in grades 10-12, with the opportunity in grades 13-14 to supplement or recycle through any of the necessary procedural steps.

AWARENESS (Grades K-6)

In order to reach the objectives of Career Education the elementary segment of the project will emphasize the following tenets:

1. Self-awareness activities will help the students develop a better understanding of their abilities and interests. Career motivation will be provided through career education infusion in all areas of the existing elementary curricula. Students will investigate career clusters and examine potential satisfactions.
2. Awareness of the world of work will generate pupil motivation to obtain occupational and educational information for various careers.
3. Work ethic to develop a positive attitude toward all work and respect for others and what their jobs contribute to society.

CAREER ORIENTATION AND EXPLORATION (Grades 7-9)

Students will be evaluated to determine need for further development in awareness phase of the project. In grades 7 and 9 the career orientation will be instituted. Specific exploration component will be covered in grade 9.

1. Career orientation - to provide an opportunity for all students to learn about a wide range of career areas with emphasis on the diversity of opportunities and relationship of school offerings to different careers. Each student will examine each of the 15 USOE clusters of occupations and emphasize career opportunities relating to their own interests. A differentiated guidance staff will provide expanded career education services as well as provide useful supportive materials and resources for classroom teachers. Individual and small group counseling will be utilized. Specific activities will include field trips to businesses

and industries, and use of various A-V and printed materials correlated for easy reference in the junior high career education center.

2. Career exploration - Career exploration will be placed in grade 9 so that students may be better equipped to make preliminary career decisions prior to academic and pre-vocational course selections in grade 10. Exploration will focus on at least three occupational taxonomies, with both observation and hands-on experience to be available in business and industry, school laboratories, area vocational centers, and/or school classes. Grade 9 students will continue in-depth study of specific job clusters and refine study to more specific areas within the cluster. Emphasis will be placed on the continuing development of positive attitudes through individual and group counseling, field trips, outside speakers, bulletin boards and occupational educational information.

VOCATIONAL PREPARATION (Grades 10-12)

Opportunities will be made for students to spend time, if needed, in the areas of awareness, orientation, and exploration. A continual effort will be made through the Guidance Department to provide the services necessary for reasonable career decisions. Counselors will help students develop the academic and vocational courses of study necessary to meet their goals. Through the differentiated guidance staff, guidance functions will be divided into professional and non-professional services so that the guidance assistant and guidance clerk can carry out the non-professional services, leaving more time for the professional counselors to concentrate on individual and group counseling. The addition of a fourth counselor and the guidance assistant will greatly increase the availability of career guidance services to each student. The Guidance Department will be equipped to meet expanded career education student needs through the addition of the Career Service Center. The academic and vocational course offerings at the high school will be redesigned so as to better equip students for career preparation. Two new courses will be added in September of 1973 to offer pre-vocational training in cooperative work-study and distributive education. These courses will be funded independent of the REVAMP project, but will provide supportive resources for REVAMP efforts at the high school level.

As the project progresses, we plan to offer high school courses outside of the regular day school program so that students may take advantage of internships and on-the-job training not normally available after regular

school hours.

POST HIGH SCHOOL (Grades 13-14)

Through an expanded Adult Education Program and REVAMP project funds, all available high school guidance services will be offered to out-of-school youth and adults during evening hours. These services will include career orientation through the career education service center, career exploration on small group or individual basis, opportunities for internships, on-the-job training programs, and job placement. In addition the adult education program will be expanded through local funding so that out-of-school youth and adults may complete requirements for high school graduation or take refresher courses.

PROFESSIONAL STAFF DEVELOPMENT (Grades K-6)

The elementary curriculum coordinator, in cooperation with the elementary curriculum directors and the REVAMP Assistant Director, will assist the teachers in the development of career educational materials to be integrated as part of the existing curricula, will set up and organize in-service training for orientation and staff development in career education, will locate the areas, organize, and supervise field trips, will develop supplemental bulletin board and poster materials for use in all elementary schools.

PROFESSIONAL STAFF DEVELOPMENT (Grades 7-12)

The secondary curriculum coordinator, in cooperation with the guidance department and the REVAMP Assistant Director, will organize orientation and in-service training for all teachers so that they may become acquainted with career education objectives. Project personnel will help develop materials to be useful in all subject matter areas. Since all students must take English, math and social studies, the major thrust in curriculum development will be placed in these areas. Each year, one department will be selected with two experienced, flexible South Portland teachers being freed from their regular classroom duties to serve as curriculum coordinators. Secondary curriculum coordinators will develop career education materials and revamp curriculum to be more sensitive to preparing students with an employable skill.

The curriculum coordinators will work closely with the department chairman and the REVAMP Assistant Director to develop course offerings. In order that career education activities can occur in the classroom prior to this comprehensive revamp, project staff will disseminate career education materials generated at other career education sites, and will lead and coordinate career education modification of existing curriculum.

2. Specific Objectives.

The South Portland schools propose a developmental program in career education for grade Kindergarten through 14 with the following objectives included:

Career Awareness (Grades K-6)

1. Students will demonstrate an awareness about themselves including their interests and abilities.
2. Students will demonstrate an awareness of a wide variety of career opportunities throughout 15 clusters.
3. Students will recognize that all work is part of life and important to society.

Career Orientation (Grades 7-8)

1. Students will demonstrate insight in a diversity of career opportunities and their relationship to school subjects.
2. Students will demonstrate awareness of their interests and abilities.
3. Students will be able to describe how a positive attitude toward work improves both personal job satisfaction and quality of product.
4. Students will relate their interests and abilities to possible career selections.
5. As the students complete the orientation segment, they will narrow their tentative career possibilities to three of the 15 USOE job clusters.

Career Exploration (Grade 9)

1. Students will be involved in hands-on exploration in three areas of their choice - on site or other first hand contact with worker or producing of real products.
2. Students will make in-depth analysis of three job clusters of their choice.
3. Students will be administered the General Ender Preference Record so that they may better evaluate their interests.

Career Preparation (Grades 10-12)

1. Students new to the program will increase self-awareness, orientation, and exploration through individual or small group guidance.
2. Students will use tests such as: Kuder Preference Record - all forms, Holland's Self-Directed Search, or the Strong Vocational Interest Blank.
3. Students expected to drop out will be provided with a variety of vocational training opportunities so they may, upon leaving school, have a salable skill. (Short courses emphasizing immediate job entry skills will be created.)
4. Students will receive placement services as a guidance function.
5. Students will be provided pre-vocational orientation courses in grade 10 in cooperative work-study, distributive education and business education so that they are ready for cooperative placement in grade 11.

Program Recycling (Grades 13 and 14)

1. All out-of-school youth and adults will be provided the opportunity to use all high school guidance functions including: testing, vocational investigation, counseling, educational planning assistance, vocational training, and placement.
2. All out-of-school youth and adults will be provided the opportunity for course work in adult education to complete credits for high school graduation, further vocational training or refresher courses, and enrichment courses.
3. The Assistant Director will structure the provision of these services on a regular evening basis and publicize this service through community media.

3. Personnel.

Federal funds are used to support (fully or partially) nine full-time professional personnel plus one full-time project clerk. The professionals associated with the project are as follows:

Project Director - the project director is Mr. George McLeod, Assistant Superintendent of Schools (secondary). Mr. McLeod has budgeted 20% of his time to the project, but he is paid totally by local funds.

Assistant Project Director - The assistant project director is William Frederick Freise. Mr. Freise is responsible for the day to day management of the project and is salaried 100% by the project funds.

Curriculum Coordinator - Four professionals are working in the curriculum area for the project this year:

Mrs. Ruth Roberts: elementary awareness curricula

Ms. Theodora S. Sotirion: secondary mathematics implementation and secondary career education activities and inservice

Mrs. Mary Cruise: secondary English

Mrs. Sarah Wright: secondary English

Guidance Counselor - one full-time guidance counselor at the high school is supported by the project. This is a new position to yield 4 FTE counselors at the high school. It was decided to divide the career education responsibilities among the four counselors (25% time each) rather than assign all responsibilities to a single person.

Guidance Assistants - Three guidance assistants have been retained (100% funding by the project) to assist in the development of career information resource centers at each of 2 junior high schools and at the high school.

The first quarterly evaluation report addresses the specific job functions of each member of the project staff (see Appendix B).

4. Activities and Services.

Second year activities of the project have fallen into four broad areas of effort: (1) curriculum development, (2) expanded and redefined guidance services, (3) inservice training and dissemination, and (4) overall management planning.

A. Curriculum Development

The elementary curriculum development effort has focused on revising the elementary career education handbook and planning for its implementation throughout all twelve (12) elementary schools next year.

The secondary coordinator of mathematics from the first year was retained to assist teachers in the implementation of math curricula developed last year and to assist other secondary teachers in implementing career education activities into their classrooms.

Two English teachers from the high school were retained to examine and revise the English curricula (7-12) with career education concepts in mind.

B. Guidance Services

The guidance component (JHS and SHS) conducted a needs assessment and redefined their program based upon those data. New strategies and services were implemented as a result of the needs survey.

C. Inservice - Dissemination

Inservice education for South Portland staff through workshops, conferences and a Career Guidance Institute, represented a major effort during the second year. Dissemination activities were increased with a matrix for documentation identifying all audiences who received materials and the exact materials which they received.

D. Overall Management

Project management focused upon five areas of effort during the second year.

1. documentation of inservice
2. documentation of dissemination
3. development of a sequential plan for the continued development of career education in South Portland
4. development of a Guidance Handbook for students and parents
5. implementation of a testing program in grades 2, 5, 8, and 11 which will measure project impact.

EVALUATION OF PROJECT COMPONENTS

Evaluation of each project component will be addressed in light of the evaluation design developed during the Summer of 1974. Other significant findings will be included where appropriate.

The evaluation design (see Appendix A) was divided into two sections. Section 1 detailed the project impact objectives, that is, those accomplishments which could be expected to occur after the project had operated for three years. Section 2 provides those enabling objectives which the project seeks to accomplish during the 1974-75 fiscal year.

Management Component

As indicated in earlier reports, the overall career education project under the direction of Mr. George McLeod and Assistant Director Mr. Fred Freise, has been exemplary. The management team has effectively organized members of the project staff in elementary curriculum, secondary curriculum, and guidance and counseling to make significant progress toward meeting the overall objectives of the project. The project management has been proactive in its stance and has set a positive tone for career education concepts throughout the district.

Major activities for which the project management was responsible are detailed below.

Development of a Sequential Plan for Career Education in the South Portland District

After considerable debate and discussion, a format for a precise and simple sequential plan was established. Although the sequential plan was not completed in its final form prior to the end of the evaluation activities for this year, seven areas of goal directed activity had been identified (self-awareness, interpersonal skills, decision making, work awareness, manipulative skills, value of work, and relevance of education). Goal statements for the primary, intermediate, junior high, and senior high school levels had been articulated for all seven goal areas. The project management is currently developing the procedures by which these goals will be achieved, an assessment strategy for monitoring progress toward meeting the goals, and an organizational design which will specify the role and function of key personnel in the district who are responsible for the implementation of the sequential plan.

The resulting sequential plan should provide the district with a useful blueprint for the implementation of career education throughout the school district.

Dissemination

The documentation of the dissemination activities has evolved during the year as a well-defined and well-documented system. The project has defined dissemination activities as any activity which informs others within the South Portland district or outside the district about the REVAMP Project, or those activities which provide inservice training to professionals not associated with the South Portland district.

Audiences for dissemination have been categorized into three different groups. First, those people within the district; second, those individuals or agencies outside the district, but within the State of Maine; and finally, those individuals and agencies outside the State of Maine. A matrix has been developed for each of these three audience categories which lists the individuals and agencies on the vertical axis, and the various documents which the project has available for dissemination on the horizontal axis. Each person or agency receiving a document from the South Portland project is duly recorded in the appropriate cell of the matrix. Thus, a very simple yet effective way of monitoring the amount of dissemination and the particular audiences involved is maintained by the assistant project director.

This method of documenting dissemination activities is most effective and should be fully explained and disseminated as one of the products of the project.

Inservice Activity

Using a method similar to the documentation of the dissemination efforts the assistant project director has recorded the various types of inservice education which have occurred during the past year. These are divided into four basic categories (field trips, workshops, conferences, and other activities). Inservice activity has been extensive and is covered under the individual project components.

Testing Program

The pretesting program to measure the impact of curricula and guidance programs was completed at grades 2, 5, 8 and 11. Post-testing will be done in the Spring of 1976 to assess growth and impact.

At grades 2 and 5 the Self-Observational-Scales was administered to classes in four project and four non-project schools. At grade 2, the numbers for project and non-project students were 130 and 111; at the 5th grade, the numbers were 128 and 111. An instrument to assess career awareness at these grade levels was developed by the evaluation team with the assistance of Mrs. Roberts, the elementary coordinator. This instrument was also administered to the above students.

At the junior high level (grade 8) and the senior high level (grade 11) the Assessment of Career Development (ACD) was given to 120 and 114 students respectively.

All data collected from the pretesting program is detailed in the Third Quarterly Evaluation Report in Appendix B.

Elementary Component

Progress during the second year of the project in the elementary component has centered about the revision of the Elementary Career Awareness Handbook and in the design of strategies for implementing the elementary components throughout the remaining eight schools in the district and the single parochial school in South Portland.

The Handbook Revision

The revision of the handbook, as noted in earlier quarterly reports, has been under the direction of Mrs. Ruth Roberts, along with an eleven-teacher task force charged with responsibility for this activity. Revisions have centered about two major themes. First, a reorganizing of the elementary career education curriculum to coincide with the seven goal statements of career education and second, a consolidation of sections within the handbook to yield a section on goal statements and instructional objectives, a section on community resources (combining the earlier sections of field trips and resource persons), and a third section addressing a host of career education related activities.

Initial reorganization of the handbook will be on a three column approach, using objectives, activities, and resource materials as the three column headings. An initial effort has been made to reorganize social studies activities in grades K-6 which tie into each of the seven goal statements which are part of the sequential plan. This format for the curriculum will be arranged by goal and grade level when the handbook is completed in the Spring of 1976. Materials will be organized so that all the activities relating to each goal for each subject area will be arranged together by grade level. An index will be developed which cross references all of these materials by subject matter area. Thus, the primary thrust of the handbook will be to organize activities by grade level under goal, although references to these activities by subject matter will be available through an indexing system.

Progress has also been made on the community resources component of the handbook revision. A format for field trip information has been developed and used for the documentation of approximately ten field trips to date. It is hoped that about 20 different field trips can be included in the handbook. A list of 20 field trips is obviously not exhaustive, but will be used for the purpose of illustrating the use of the field trip information sheet and will also contain generalized tips for the organization and implementation of class field trips.

A resources card file has been developed as part of the community resources component. This card file, alphabetically arranged, will list resource people and agencies which teachers may use in the delivery of career education activities. A copy of this resource file will be available at each elementary library for centralized use by the professional staff.

Handbook Utilization Survey

In March, a district-wide survey of elementary teachers was conducted to determine the current level of the use of the elementary teacher education handbook and to elicit suggestions for revision from teachers. The following tables illustrate the data return.

SOUTH PORTLAND ELEMENTARY SCHOOLS
CAREER EDUCATION HANDBOOK EVALUATION QUESTIONNAIRE SUMMARY

1. Do you use the Career Education Guidebook?

Project Schools

33 YES

6 NO

39 Total

Non-Project Schools

36 YES

29 NO

65 Total

Why have you not used the Guidebook?

Project

I use my own ideas.

I use the textbook.

Non-Project

Haven't thought about it; was not motivated; didn't understand it; I use the regular curriculum to teach career education; there is nothing new in the handbook; I do it already; it doesn't apply to the retarded; I have no time; we are not in the project; the handbook is too book oriented; I feel it will be covered in the Junior High.

Would you like to have a workshop on the Career Education Guidebook?

Project

9 YES

30 NO

39 Total

Non-Project

32 YES

33 NO

65 Total

2. Evaluation of Guidebook: Five sections

	<u>Project</u>			<u>Non-Project</u>		
	<u>Adequate</u>	<u>Revise</u>	<u>Inadequate</u>	<u>Adequate</u>	<u>Revise</u>	<u>Inadequate</u>
1. Aims	29	4	-	29	5	-
2. Survey	25	6	2	21	11	2
3. Field Trips	27	5	1	26	8	-
4. Resource Persons	26	7	-	23	7	3
5. Activities	29	4	-	28	6	-

3. Suggestions for Revision

Aims: The behavioral objectives should be better defined.

Curriculum Survey: Survey is of little use. Survey should incorporate the new social studies program. Activities should be consolidated, not organized by grade and subject alone. Organize activities by topics; allow for added activities.

Field Trips: This section is the most valuable. Give more places to visit with telephone numbers. Allow for teacher evaluations and updating.

Resource Persons: Need more names.

Activities: Very helpful. Add more activities; revise periodically and add new ideas. Organize by topics.

General: Need an index. The table of contents does not enable you to find things easily. Have a suggestion box in each school so that ideas could be collected through the year. Have provisions for updating and adding ideas.

Planning for Continued Implementation

Plans are well underway for the production of the career education handbook into those elementary schools which have not been involved on a pilot basis during the first two years. Meetings have taken place between the elementary coordinator, the superintendent of schools, and the elementary curriculum directors. As a result of these meetings, the elementary coordinator currently meets weekly with the curriculum directors to discuss progress being made in the handbook revision and to map specific plans for its implementation next fall. The curriculum coordinators have already approved the seven goals and goal statements for the elementary curriculum, and have approved the three column design for curriculum development in career education, and have approved a format for teacher generated activities to be included in the handbook.

A major part of the implementation strategy will be a day-long workshop to be held on October 9, 1975. At this workshop, all elementary teachers who are not in the pilot schools will be involved in the training sessions designed to make them aware of the elementary handbook and its usefulness in the classroom. While the elementary coordinator will be responsible for the overall design of this workshop, the curriculum coordinators and the teachers in the pilot schools will play a central part in the training of other teachers in the use of the career education handbook.

Dissemination activities for the elementary component have increased markedly during the last year. An increasing number of school districts and outside agencies have approached the staff to request presentations to these audiences. Also, visits by classroom teachers from other districts to the South Portland project have been on the increase.

The following table indicates the high level of elementary activities during the 1974-75 academic year.

CAREER EDUCATION
SUMMARY OF ELEMENTARY ACTIVITIES BY GRADES

September, 1974 - March, 1975

No. of Classes	Grade	Fieldtrips	Resource Persons	Classroom Activity	Total Work Awareness	Self/Value Awareness	TOTAL
9	K	8	15	39	63	28	154
7	1 + 1/2	9	5	23	37	38	112
6	2	12	4	40	55	78	189
7	3 + 3/4	12	10	31	53	44	150
5	4	12	9	17	38	22	98
6	5 + 5/6	11	9	9	29	37	95
7	6 + SP	24	13	18	55	21	131
Total 47		88	66	177	330	268	923

75/76

CURRICULUM DEVELOPMENT COMPONENT

Major emphasis of second year objectives in the area of curriculum development were directed towards:

- a) implementation of recommendations in the area of mathematics as evolved through a curriculum evaluation completed in the first year of the project;
- b) evaluation of the existing English curricular at the secondary level with emphasis on the vocational, or general student;
- c) expansion of career education curriculum materials in the Career Education Resource Room for classroom instructors;
- d) stimulation of secondary school career education activities.

I. Implementation of Mathematics Recommendations

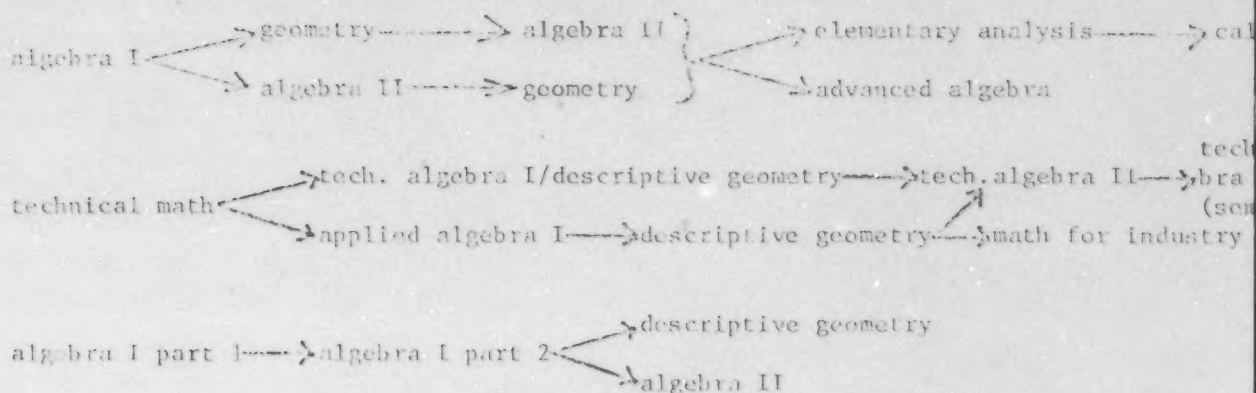
The design of project REVAMP provided for analysis, evaluation, and curriculum revision by project personnel during the first year of the project. Their recommendations were approved by the School Board on March 11, 1974. In order to maintain continuity, responsibility for implementation was a joint effort of the Mathematics Department and the Career Education Secondary Curriculum Coordinator.

During the 1974-75 academic year, several revisions were made in the mathematics curriculum and research efforts and curriculum development continued to be of major concern. Meetings were held with individual and groups of teachers, administrators, and resource persons as the effort to locate useful classroom materials and references continued. Eight mathematics teachers accepted responsibility for instruction in new, or revised, courses with all department members active in curriculum development activities. The Mathematics Department follow-up as noted in the report to the Superintendent of Schools, May 16, 1975, "The number of career and business oriented units infused into established grades 7-12 South Portland math program has grown notably. Materials and ideas are being continuously researched and shared."

Implementation Activities. During the 1974-75 academic year, an Algebra I course replaced a pre-algebra course. One hundred eleven students enrolled at the three secondary schools. This course provided an additional year of Math for students who desired it. Performance and achievement indicated 9th grade students successfully met course requirements and expectations. 1975-76 enrollment figures for student selection

was seen as a major problem. Responsibility for counseling has been delegated to each seventh and eighth grade math teacher. He is to be thoroughly familiar with all math sequences and to plan class time, in conjunction with guidance, to explain and review math alternatives to each of his/her students. To further help in understanding of math sequences, the following sequence diagram was developed and made available to all students. Course descriptions and intentions are to remain as stated in the March 1, 1974 Secondary Mathematics Curriculum Recommendations.

Mathematic Sequences Grades 9-12



Electives - commercial math - grades 9 and 10
 consumer math A - grades 9 and 10
 consumer math B - grades 11 and 12
 computer programming → computer science
 finite math

Projection 1975-76

1975-76 mathematics implementation is as projected. Courses in Applied Algebra I and Technical Algebra II are to be offered with projected enrollments of thirty-seven and thirty-one students, respectively.

Textbooks have been selected and are being purchased; however, teaching assignments have not been made. Communication amongst these teachers and personnel at the Regional Vocational Centers, Vocational Technical Institutes and business/industry must be maintained if these courses are to be relevant to careers and/or career goals.

II. Evaluation of Existing Curricula

Major curriculum activity during the second year of the project was directed towards a review of the existing English curricula with consideration given to career education concepts. Two secondary English teachers were appointed as Career Education Coordinators for the 1974-75 academic year and assigned the task of analysis, evaluation and stimulation of curriculum revision.

Initial efforts of the coordinators were in the area of needs assessment. High school graduates were followed-up and contacts made with parents, students, teachers, business, industry, and institutions of higher learning. An attempt was made to identify those understandings, skills, and attitudes needed by students which could provide a basis for English curricular justification and revision.

A second major effort by coordinators was an extensive review of literature, curriculum materials, and visitations to educational institutions involved in implementation of the Career Education concept. This phase of their effort was concerned with evolving material for consideration by the total secondary English staff.

Two workshops were held by the English staff at which time the need for curriculum revision and the need for structured, sequential planning was discussed. A comprehensive check list of language skills was developed and provided the basis for development of a curriculum sequence to eliminate ineffective duplication and repetition. Material developed was reviewed by parents, teachers, students, curriculum coordinators, and provided a basis for further revision.

Although not all teachers were in agreement with all proposed revisions, all accepted, or recognized the need for some and approximately seventy-five percent enthusiastically supported curriculum revision.

Secondary English curriculum recommendations were presented to the South Portland School Board on March 10th and approved as recommended by the Assistant Superintendent on April 8, 1975.

Recommendations included a sequential program for all general and college bound students, grades 7 - 10, covering five areas:

Reading and Literature
Writing
Language (grammar and usage)
Speaking and Listening
Career Exploration and Preparation (values, attitudes, and
job skills)

These elements are to be a part of all English offerings, Phase I-III in the Junior High School.

In a further extension of curriculum development, activity packages and implementation strategies have been developed for each curriculum area. These are sequential, Phase I-III of the Junior High program.

In the Senior High School, a Phase Electives program has been adopted. New courses or approaches added included:

- a) a nine-week course required of all 9th grade students developed cooperatively by the English and Guidance Departments. The course to include job shadowing and job skills (applications and interviewing appropriate to part-time jobs).
- b) a career preparation course to be offered in grade 12 by the English and Guidance Departments.
- c) independent study opportunities.
- d) pilot program during 1975-76, to explore the possibility of interschool and interdepartment visits to correlate learnings.

Responsibility for implementation of the curriculum revision has been accepted by the English Department and is to be implemented during the 1975-76 academic year.

III. Expansion of Career Education Curriculum Materials

Two major approaches were utilized in achievement of this goal; acquisition of new materials for student usage and additional professional materials for teacher review; and development of a procedure for dissemination.

Resource Centers at both junior highs and the senior high documented acquisition of better than two hundred new pieces; in addition, all centers indicated receipt of a large number of up-dated catalogs and pamphlets. Documentation of usage as well as acquisition was provided.

Professional staff material is held at the High School Resource Center as well as the Career Education Coordinator's offices. These are distributed to teachers and staff upon request to any Center and/or the Career Education Secondary Curriculum Coordinator. Usage was documented.

IV. Stimulation of Secondary School Career Education Activities

The Career Education Secondary Curriculum Coordinator assumed the role of stimulator to secondary teachers; hopefully, to cause infusion of the Career Education concept into the secondary classroom.

A Career Guidance Institute was utilized as a means of in-service education for teachers. This was designed to create an interface between educators and the business/industry community.

The coordinators met with all teachers and presented a program on the career concept and services the coordinators provide. The Secondary Coordinator utilized memos and mailings to provide teachers with information on strategies to implement the concept. She saw her primary role as stimulator and facilitator, assisting teachers to implement strategies.

The Assistant Director of Project REVAMP documented the following percentages of faculty-staff involvement in career education activities: 73% Senior High School, 80% Mahoney Junior High, and 60% Memorial Junior High.

Major curriculum activities at the secondary level included the cooperative program of Guidance and English Departments in which all seniors developed resumes and interviewing skills which culminated in a minimum of three interviews, per student, with local personnel directors, and a Job Fair for junior high students which provided live, hands-on experiences with career or occupational roles.

Summary

During the 1974-75 academic year, project goals were achieved through:

- a) implementation of the Math sequences providing relevance and career oriented mathematics.
- b) analysis, review and development of an English curricular sequence providing a career dimension at the Junior High level, and career preparation courses as Phase Electives.
- c) continued infusion of the Career Education concept into secondary school subjects as documented by involvement.
- d) continued acquisition of Career Education resource materials, and development of a system for distribution and usage.

As noted in the evaluation of implementation of the math recommendations, there is a strong correlation between teacher workshop participation and execution of classroom activities.

Project REVAMP has made great strides in curriculum development and implementation. Infusion of the Career Education Concept is taking place because of recognition that involvement is a key.

GUIDANCE-COUNSELING COMPONENT

The second year of Project REVAMP was marked by a delineation of the guidance program and its objectives from the curriculum component and its goals. This distinction was arbitrary and artificial in some cases, but in general it allowed the guidance team and their evaluator to assume responsibility for certain specific areas and, thus, greater evaluative accountability was possible.

One of the first and year-long pervasive consequences of this decision was a restatement of the Second Year Objectives in more workable terms, with breakdowns into behavioral activities, and with point appropriate evaluation techniques. The entire school year was devoted to refining these objectives statements and, at the same time, implementing them at both the junior high and senior high levels. In addition, junior and senior high counselors assumed responsibility for major parts of certain systemwide objectives. The remainder of this section is a direct expression of these statements of objectives and of the degree to which these objectives were successfully accomplished.

Systemwide Guidance Objectives

Objective 2: The Director and Assistant Director Will Develop With the Guidance Staff a Career Guidance Handbook. Initial Draft by March 1, 1975

Considerable difficulty was experienced throughout the year in working out the exact content of this document, differentiating its content from other school guides, and achieving school level articulations. The March 1 deadline was not met, but by May 19 a fairly finished draft copy was completed. Relatively minor final editing and publication remain to be done. It has been decided to eliminate "career education" from the title, which seems appropriately consistent with the concept of integrating career education into the normal activities of the schools rather retaining it as a distinguishable separate entity. Guidance staff were extremely participative in this activity.

Objective 3: The Director and Assistant Director Will Become Involved in the District's Revision of the Student Permanent Record System

Details of this activity were more time consuming than anticipated, and the process was further delayed by recent State laws relative to the privacy of information in such records. As a result, the achievement and evaluation of this objective has been moved to Third Year Objectives. In the meantime, a sub-committee, largely staffed by guidance personnel, has been meeting regularly since early spring of 1975 to plan a new permanent record system and a policy for its use. (An 8 page draft of this policy was submitted on May 19.)

Objective 4: The Assistant Director Will
Coordinate the Staff In-Service Training
in Career Education, K-12

In-service in career education criteria and data collecting methods were defined. Two categories were delineated:

- a. "Training" given to teachers by guidance staff in the career development area. Counselors have only limited responsibilities in this area, but will attempt to increase orientations, consulting, and workshops and on forms provided by the Assistant Director.
- b. Training received by guidance staff, e.g., courses, workshops at guidance conferences, in-house training programs. The Assistant Director will collect and report this data.

Guidance personnel were active in both the areas; the specifics of their participation are noted elsewhere in this report as a part of the reportage of the Assistant Director's in-service activity.

Specific Objectives: High School Level

Objective 1: To Give 10th Graders Realistic
Work Exposure

The ASVAB test was used to identify student interests and to place approximately 133 of the 400 10th grade students in brief "hands on" work experiences. These experiences involved primarily prospective vocational school, work-experience, distributive education, and food service students in in-school settings.

Recommendation: That this kind of experience be broadened to include an even larger percentage of the students next year.

Objective 2: To Familiarize the Community
With the On-Going Activities of the
Guidance Department With Respect to
Career Education

Active efforts were constantly made to inform the public about REVAMP's career education efforts and about the philosophy underlying them. Specifically, the following publicity was obtained:

1. 6 articles totaling 91 column inches in local newspapers, and 2 minutes of regional TV Coverage.
2. 3 articles outlined and in the process of submission to national career education magazines.
3. Regular articles ("Career of the Week," "Senior Career Day," "Sophomore Orientation") in the school newspaper.
4. Notices to students on a weekly basis from the Career Resources Center.
5. The Career Guidance Institute was a constant source of community contact and appreciation of the purposes of the career education program.
6. An open house for all parents in October, a Senior Parents night to discuss vocational plans in November, and a Freshmen Parents Night in March all served to inform the community and parents about the guidance department's career education activities.

Objective 3: The Guidance Team Will Conduct
A Needs Assessment and a Job Analysis
For Each Guidance Position

The ACD test was administered as one means of assessing students' vocational development needs. A Senior Survey and a follow-up study of the classes of 1969 and 1974 were conducted as further methods of needs assessment. Valuable data was obtained although relatively low rates of response were achieved. These

techniques collected data which indicated, among other things, that South Portland has a large percentage of youth who do not attend baccalaureate programs after high school and that 89% of all students expressed a need for help in "making career plans." Results of these instruments were summarized and shared with school staff.

In an attempt to more clearly define their time usage and guidance functions relative to students' career education needs, counselors noted and summarized their time commitments through the use of a daily log.

Recommendation: That the follow-up studies be repeated again next year with the intent of (1) improving the rate of response and (2) making a more careful analysis of the implications of the results for the career development needs of South Portland's youth.

Recommendation: That the counselors continue to analyze their functioning in terms of the career education program. Direct relationships need to be drawn between counselor activity and REVAMP objectives.

Objective 4: To Develop a Positive Attitude
Toward the World of Work in All Students

1. Counselors averaged more than one period per day of group activity relative to the career development needs of high school youth. Seniors experienced an average of 5 exposures each to such activities, Juniors averaged 3 or more exposures, and Sophomores averaged 2 or more

exposures. These sessions dealt with such matters as values clarification, career awareness, occupational information, program planning, and Sophomore Orientation.

2. Training workshops for the interpretation of the ACD were held for guidance and teaching staff and results of the ACD were interpreted to all students.
3. A Teacher Talent Bank was assembled and a start was made toward having interested teachers with non-school teaching vocational experiences share their knowledge with students through clubs, discussions, and non-credit activities.

Objective 5: To Define Career Goals of Students

1. 1,038 students (93%) took the ASVAB test, results were interpreted to all, and about 10% of the students took advantage of an offer of personal counseling. Feedback indicated that this was a valuable experience for drop-outs, Seniors, and others. Parents and teachers were informed about this opportunity and their participation was invited.
2. Program planning was done with each student in terms of specific vocational plans over a four year high school sequence.
3. Each graduating senior received early in the spring a packet of materials collated by the school and local community agencies and designed to assist in vocational

planning and job seeking. This was a particularly impressive and useful device.

Objective 6: To Make Students Aware of, and Place
In, If Possible, Greater Portland Area
Opportunities of Employment and Careers

1. A total of 173 students were involved in 17 different field trips to explore areas of expressed vocational interests. Pre-planning and feedback follow-up were utilized in all these experiences. There was evidence that this was a highly successful endeavor in the eyes of the students and of the people in the community sites visited.
2. A Senior Career Day was held whereby 304 students were enabled to meet with 45 local personnel people. Printed aides were provided to students. Reactions to the experience were highly favorable and the experience will be repeated next year.
3. 1,244 students and 45 teachers attended 15 different USES Cluster concept based career/vocational days at in-school bi-monthly sessions during the year. Speakers, videotapes, films and a great variety of other methods of presentation were utilized in this highly popular activity.
4. A Job Bank was established whereby 80 jobs were elicited from the community and 113 students were registered for placement. Exact data on effectiveness of the service is difficult to obtain, but estimates would indicate that

30-50% of students were placed. Information from the Maine State Employment Commission was also regularly made available to students and staff.

5. A Human Resource Directory is being constantly compiled for the purpose of gathering a list of all possible persons who might make contributions to various aspects of the career education program.
6. See Senior Packet in Objective 5, above.

Objective 7: To Create an Open-Door Policy
For Drop-Outs

79 out of 84 (94%) recent drop-outs were contacted by phone or letter. Contacts are maintained with the school liaison officer, the Maine Employment Security Commission, and Armed Services representatives. A drop-out study of numbers, descriptive data, and reasons is being conducted this year.

Recommendation: That this objective and its activities be given much more attention in next year's plans. Specific plans need to be made and implemented.

Objective 8: To Provide Counseling Services
To Out-Of-School Students and Adults
In the Community

The High School Career Resource Center was advertised as being open Wednesday evenings for career information and counseling. In twenty-five evenings, 16 people from the community came in for counseling, and 7 others phoned in for assistance. Two University

of Maine graduate classes also visited the Center on these evenings. The Center will also be open during the summer months.

Recommendation: That this objective in general and the evening use of the Career Resource Center in particular receive extensive attention in next year's plans. Relative to REVAMP's goals it is an area of weakness.

Specific Objectives: Junior High School Level

Objective 1: Junior High School Guidance Staff Will Conduct a Needs Assessment and a Job Analysis at Each Guidance Position

Junior high counselors examined the high school follow-up study for implications for junior high school career development, but the main source of needs assessment was a follow-up study of current 10th graders. This study solicited data on career planning and related guidance services. Results were summarized and interpreted so as to make plans for changes and improvements next year at each junior high. Recommendations included improving student orientation programs, more parent involvement, curriculum changes, and better career exploration. No appreciable efforts at the job analyses have been accomplished this year at the junior high level.

Recommendation: That needs assessment, which got off to an excellent start this year, be continued and improved next year and that job analysis relative to the career development needs of junior

high youth be a prime order of business for next year. (Plans are already underway for maintaining a weekly log of time usage starting in the fall.)

Objective 2: The Junior High School Guidance
Departments Will Familiarize the Community
With On-Going Activities of the Guidance
Department With Respect to Career
Education

Publicity relative to the junior highs' career education efforts included the following:

1. 228 column inches in the local newspaper and about 1-1/2 minutes of regional TV time.
2. Two articles in national educational periodicals.
3. Regular articles in the student newspaper at Mahoney J.H.S., plus teacher notices of career activities.
4. Use of the bulletin board at the public library.

Cost of paper has limited in-house publications this year, but plans have been made for increasing local and national news coverage next year, and hopefully a means of dealing with the in-house news will also be found.

Objective 3: The Guidance Team Will Offer Group
Activities to All Students in a Variety
Of USOE Clusters

At the 7th grade level students were scheduled for orientation to the use of the Career Resource Centers and were exposed to the 15 USOE job clusters through a variety of classroom, group guidance sessions, and job Film Days in the Centers. At the eighth grade level, both schools conducted a Career Fair in April, which

was attended by many teachers, 450 students, and 150 parents, all of whom had a chance to discuss vocational opportunities with business people. At both 7th and 8th grade levels, small self awareness groups were formed either as a part of classroom activities or as separate entities. At Memorial J.H.S., film strip "rap" sessions were instituted, but at Mahoney, time and space problems have limited this kind of activity, however, new resources are being sought for next year. At the 9th grade level 223 students engaged in a Job Shadowing program which involved exposure to 139 different companies. Students spent a whole day on each "shadowed" job. The program was highly successful and will be expanded next year. Finally, in March a workshop was held to expose the teaching staff to key people in the world of work; this was one of a number of efforts at the junior high level to involve instructional staff in the career development process. Evaluation studies and reports made of these exploration activities indicate that this was a highly successful aspect of the junior highs' career education program.

Objective 4: The Guidance Team Will Expand
Cooperative Career Education Projects
With Teachers

In addition to the obvious teacher involvement in Objective 3 above, teachers were involved in the following activities:

1. Classroom presentations and activities utilizing video-taping equipment, much of which had vocational purposes or at least implications. At Mahoney J.H.S. 49% of the teachers and at Memorial J.H.S. 21% of the teachers took advantage of this Career Resource Center service. Plans are being made to continue this service, hopefully with an increasing career education thrust.

2. A survey was conducted and a Teacher Talent Bank generated at both junior high schools. 30 teacher talents were identified at Mahoney and 15 at Memorial. Some of these teachers have spoken to classes and plans are underway to expand their exposure next year.
3. "Bringing the World of Work to the Teacher," an in-service workshop whereby 73 teaching and other staff, mostly from Memorial J.H.S., met with 20 local business people to discuss work attitudes and job survival skills was held in March. A post-workshop evaluation survey indicated that (1) the program was well planned and executed and (2) the rating of the various component sessions ranged from 1.8-2.7 (on a scale of 1-4), or typically "good, very satisfactory."

This objective represented another area in which the junior high guidance staff achieved a great deal. A tally made at Memorial indicated that virtually every classroom teacher had made use of a variety (films, bulletin board material, occupational information units, curriculum materials, visits, and referrals) of the resources that the Career Education Centers had to offer through the guidance department.

Objective 5: To Expand Career Education Materials
In the Resource Center for Classroom Teachers

Teachers were given a bibliography of Career Resource Center materials (1) which they could use relative to their own curriculum and (2) which students could use to promote their own career development. A Weekly Log of Career Resource usage indicated that at both junior highs both students and teachers made frequent visits to, and wide use of the materials in the Center. Each school was authorized to spend up to \$500 to purchase career education materials particularly valuable for classroom use. This money was seemingly well invested.

In addition, to developing activities, materials, and evaluation procedures to fulfill these specific objectives, the junior high guidance staff this year spent considerable effort in developing documents to relate specific objectives such as those already mentioned to the broader goals of career education. Little was done to integrate these two components this year, but this work will serve as a fine foundation for program development next year.

Conclusions

This has been a year of impressive growth for Project REVAMP's Guidance Component. Progress has not been even on all fronts. Some objectives have been fulfilled more completely and more effectively than one would have ever hoped; others have been only partially met or put off to next year for their completion. But overall the progress and achievement is impressive. Counselors are beginning to identify their roles strongly with the goals of career education and, therefore, assuming leadership in this area in the school. This phenomenon is more marked at the senior high than at the junior highs, where it is more difficult to see the direct products of one's career development efforts. Progress in developing program objectives has also been slower at the junior high level because of the necessity to coordinate the efforts of the two units. On the other hand, some of the most effective and imaginative projects have been achieved at the junior high level, where there is limited staff and often limited space. The success of the guidance component is due in no small

measure, not only to the diligence of the counselors, but also to the exceptional efforts of the Assistant Director, Mr. Freise, and the Career Resource Center aides, without whom many of the objectives could never have been achieved.

The goals for next year relate to both the process and the product of REVAMP program development:

1. Relative to process, it is necessary that even tighter relationships be made between the original general goals at the REVAMP proposal and the specific objectives, implementing activities, and evaluative techniques of the actual program. The foundations for this effort are well established, but a finished goals statement is high desirable by early next year.
2. Relative to the product, by the end of next year we should:
 - a. Achieve any new goals established in 1. above.
 - b. Complete those objectives put off to next year, and remediate those areas noted under "Recommendations."
 - c. Increase emphasis on the placement dimension of the project. This prime concern of all career education philosophy is a relative weakness in REVAMP. "Placement" includes all experiential components of vocational development from in-school simulations through terminal student employment counseling to re-training and job placement for adults in the community. More attention must be given to this in program development and program evaluation.

In conclusion, REVAMP is to be commended for its achievements to date. What needs to be done now is to start looking to the future. Therefore, concerns for the coming year will be (1) how to continue staff

the guidance component, (2) how to communicate to the community what REVAMP has done and how valuable it is to them, and (3) how to disseminate the expertise that guidance staff have gained through this experience. REVAMP was designed with a commitment to a strong guidance leadership component. The practical effectiveness that this approach has had in South Portland should not be lost to the local situation nor to other schools who could profit from this model.

CONCLUSIONS - RECOMMENDATIONS - FUTURE DIRECTIONS

The South Portland Career Education Project, REVAMP, has completed another very successful year in its efforts to fully implement a comprehensive career education program in its schools. All objectives have been achieved or are in the final stages of their achievement and the morale of staff is excellent as the project enters its third year.

Project management has documented its functions well and continues to move toward the completion of its sequential plan for career education programming in South Portland.

The elementary career awareness handbook continues to undergo substantial revision to make it both compatible with the seven goal areas of the sequential plan and at the same time be indexed by subject area for easy teacher utilization.

Implementation of mathematics curricula changes from the first year have progressed well, while substantial revisions of the English curricula have been developed.

Guidance services have become more clearly defined and the direction of the guidance staff has been moving steadily toward the implementation of major program objectives.

Recommendations

1. It is recommended that the Sequential Plan for Career Education be given full awareness on the part of district staff (teachers, counselors, administrators) and key community groups in the final year of the project.
2. It is recommended that some staff be maintained in the English Curriculum implementation effort so that technical assistance can be provided to teachers as they move toward implementing the curriculum revisions. Perhaps a released time situation could be arranged for one of the English curriculum coordinators to accomplish this end.
3. It is recommended that the Guidance Component move toward a complete, yet simple, statement of its revised program and services so that it can maintain program independence and quality in the years ahead. These statements should be based upon the specific recommendations itemized in the guidance component evaluation report.

Future Directions

As the project moves into its final year of full federal funding, the following plans and directions should be finalized to insure maximum impact and to enhance the probability of future growth and implementation of career education.

- * Consider alternative operational plans for a fourth year of program activities. What would remain to be accomplished in the management, curriculum, and guidance areas if the project were extended.
- * Make every effort to involve the curriculum directors and building principals in all third-year activities to enhance their continued commitment and involvement in the future.
- * Identify the specific products or conceptual models which the project wishes to disseminate and plan for the development of these materials early in the year.
- * Consider gathering data now and in the future to demonstrate the economic impact of career education once a student leaves the formal educational environment.

APPENDIX A - EVALUATION DESIGN

EXEMPLARY PROJECT IN CAREER EDUCATION

BOARD OF EDUCATION, SOUTH PORTLAND, MAINE

EVALUATION DESIGN

The following evaluation design relates to South Portland, Maine's Proposal for Exemplary Project in Vocational Education (Project No. V36-1112, Grant No. OEG-0-73-5305) which was submitted to the U.S. Commissioner of Education under the provisions of Section 142 (c) of Part D of the Vocational Education Amendments of 1968. This design will be used in evaluating this project between July 1, 1974 and June 30, 1975, as detailed in the "Agreement to Perform Contract Services."

Project REVAMP - Revitalize the Vocational and Academic Multifarious Program through Career Education - is in its second year of funding. The following evaluation design addresses the REVAMP objectives both for the entire three year effort and for the individual component objectives for the second year's operation.

The following design is divided into two sections. The first section treats overall program objectives for the entire three year effort. The second section considers the component objectives for the operational units of the project during its second year. The components addressed are Awareness (grades K-6); Career Orientation and Exploration (grades 7-9); Career Preparation (grades 10-12); Program Recycling (grades 13-14).

The project will serve approximately 3,700 students in four elementary schools, two junior high schools, and a senior high school.

The measurement techniques outlined below generate both "product data" concerning student growth and hard curriculum products developed, as well as "process data" on the organizational and instructional approaches employed.

This measurement strategy is consistent with the Dr. Sidney C. High, Jr. memorandum of July 25, 1972, which stresses that "the evaluator should evaluate the effectiveness of both the project's administration and the career education program as it is operated in the schools." Thus, project logs and other records are seen as a primary data source for total project evaluation.

THREE YEAR PROJECT IMPACT OBJECTIVES

OBJECTIVES

MEASUREMENT TECHNIQUES

Career Awareness (K-6)

- | | |
|---|---|
| <ul style="list-style-type: none">1) Self-awareness and better understanding of abilities and interests will occur.2) Students will know more about the world of work and the occupational clusters.3) Students will develop a positive attitude toward the work ethic and have respect for others. | <ul style="list-style-type: none">2.1) The <u>Occupational Listing Test</u> will be used pre and post in grades 3-6 in the four project schools. If feasible, comparison classrooms in non-project schools will be tested also.3.1) End of year teacher anecdotal records will be used to document attitude change and student self-awareness. |
|---|---|

Career Orientation and Exploration (7-9)

- | | |
|--|--|
| <ul style="list-style-type: none">1) Each Student will examine and learn about a wide variety of careers.2) A differentiated guidance staff will provide service and a resource center.3) Students will experience hands-on and exposure to available business and industry. | <ul style="list-style-type: none">1.1) Either the Career Maturity Inventory or the Occupational Development Inventory will be used to pre-test 7th and 9th grades. The post-test will be administered in the spring of 1976 to the then 8th and 10th graders.2.1) The Project Handbook will document and describe the guidance configuration.3.1) Student activity will be documented using the Minnesota Career Education Activity Report System or another appropriate reporting format. |
|--|--|

Vocational Preparation (10-12)

- | | |
|--|--|
| <ul style="list-style-type: none">1) A differentiated guidance staff will have developed and documented guidance services to students. | <ul style="list-style-type: none">1.1) Verify staffing patterns in guidance and their respective job descriptions and roles.1.2) Document career service center.1.3) The CMI or ODI will be used as a pre-test for grade 11. |
|--|--|

It will be used as a post-test in the spring of 1976 to the then 12th graders.

- 2) The math, social studies, and English academic course offers will be developed to focus more on career development and to complement vocational courses.
- 2.1) New curriculum changes documented. Course contents available for dissemination. Ascertain how career education courses are preparing students.
- 3) A placement service will be established to provide work experience field trips and on the job placement.
- 3.1) Document placement services and results. Conduct trend analyses on senior class profiles.
- 3.2) Enrollments at the Area Vocational Center and SMVTI should increase.

Post-High School (13-14)

- 1) High school guidance services made available to our of school youth and adults during evening hours
- 1.1) Document career education services in internships, OJT, guidance and job placement.

Professional Staff Development (K-12)

- 1) A program of in-service for career education will be presented for all professional staff connected with the project.
- 1.1) Document each in-service session with objectives, process, and evaluation feedback.

SECOND-YEAR OBJECTIVES BY PROJECT COMPONENT

OBJECTIVES

MEASUREMENT TECHNIQUES

System-Wide (K-12)

- | | |
|---|---|
| 1) The Director and Assistant Director will develop an overall sequential plan for Career Education in the South Portland District. Initial draft by March 1, 1975. | 1.1) The sequential plan will be critiqued by the evaluation team. The plan will be expected to define the program by levels, detail the timetable for implementation and address the curriculum to be developed. |
| 2) The Director and Assistant Director will develop with the guidance staff a Career Guidance Handbook. Initial draft by March 1, 1975. | 2.1) The Handbook will detail the guidance program in grades 7-12. Some material will address the elementary and 13-14 levels. The Handbook will also describe the appropriate staffing pattern. |
| 3) The Director and Assistant Director will become involved in the District's revision of the student permanent record system. | 3.1) Document new system and impact of career education staff on its content |
| 4) The Assistant Director will coordinate the staff in-service in career education, K-12. | 4.1) Document all in-service using In-Service Documentation Form |
| 5) The Assistant Director will coordinate the dissemination activities of the project. | 5.1) Dissemination activities will be logged by the Assistant Director. Categories to include media, curriculum visits to projects, workshops conducted for others, etc. |

Career Awareness (K-6)

- | | |
|---|---|
| 1) The elementary curriculum coordinator will review career education handbook, modifying and adding the role of teacher performance and curriculum directors where necessary and adding to activity units, field trip information, utilizing resource persons, and bulletin board ideas. | 1.1) The evaluators viewing the curriculum development area will critique the handbook. |
| 2) The elementary curriculum coordinator will assist classroom teachers in dealing with attitudes and values through demonstration lessons and providing suitable materials. | 2.1) Document these lessons offered as demonstration - get feedback from teachers. |
| 3) The elementary curriculum coordinator will continue to assist teachers where necessary in career education. The coordinator will also begin to transfer the leadership for career education to the elementary curriculum directors and the elementary proposals. | |

- | | |
|---|---|
| <p>4) The elementary curriculum coordinator will procure or develop career education supplemental material and in conjunction with the elementary librarian, catalog the material in each school library so as to be readily available to all classroom teachers.</p> | <p>4.1) Document material acquired for elementary libraries.</p> |
| <p>5) Project teachers in the four projects elementary schools will receive at least 2 - ½ day in-service sessions on values clarification.</p> | |
| <p>6) Classroom career education activities will continue to increase in the four project schools.</p> | <p>6.1) The Minnesota documentation form will be used to record the level of career education activity.</p> |

Career Orientation (7-9)

- | | |
|---|---|
| 1) The JHS guidance will conduct a needs assessment and job analysis at each guidance position. | 1.1) Critique needs assessment plan (students, teachers, parents, administrators, self, and result staffing pattern). |
| 2) The guidance team will develop a student-parent handbook which will be a part of the director's system-wide handbook. | 2.1) Initial draft by 2/1/75 |
| 3) The guidance team will offer group activities to all students in a variety of USOE clusters | 3.1) All JHS grades will receive a minimum of five hours of group classes and at least one field experience. |
| 4) The guidance team will expand cooperative career education projects with teachers. | 4.1) Document the numbers of teacher and students involved and the type and length of each project |
| 5) Expand the Career Education materials in the Career Education resource room for classroom instructions. | 5.1) Document materials and their use |
| 6) Identify and retain a JHS English teacher to serve as a JHS curriculum coordinator. | 6.1) Job description and resume of selected person. |
| 7) Curriculum coordinator will evaluate existing English curricula in JHS with emphasis on the vocational or general student. | |

Career Preparation (10-12)

- 1) The guidance team will develop hands-on opportunities for the 10th grade students in work exposure.
 - 1.1) Document the number of opportunities available, number of student feedback evaluation a developed form.

- | | |
|--|--|
| 2) The guidance team will develop a student-parent handbook which will be a part of the Assistant Director's system-wide handbook. | 2.1) Initial draft of handbook completed by February 1, 1974. |
| 3) The guidance team will conduct a needs assessment and job analysis of each guidance position. | 1) Document results of needs assessment
3.2) Document style or mode of handling each guidance service (e.g. 1-1, small group, etc.) including percentage estimates for each service |
| 4) The guidance team will provide group sessions for students at 10th, 11th, and 12th grade levels. | 4.1) Document number of sessions for each grade level and content for each grade level.
4.2) Document student evaluation feedback via designed form. |
| 5) The guidance team will test all 10th graders with ASVAT and provide follow-up group sessions to assist students in career planning. | 5.1) Document test results, number of group sessions and content.
5.2) Document student evaluation via designed form. |
| 6) The guidance team will assist students in becoming aware of employment opportunities in the Greater Portland Area | 6.1) Document the results of a career placement day for seniors of all Greater Portland high schools.
6.2) Document the number of part-time, summer, and full-time employment opportunities available in high school summer and part-time jobs that relate to student's tentative choice. A follow-up study will also be completed. |
| 7) Identify and retain a high school English teacher for curriculum coordinator's position. | 7.1) Resume and job descriptions available.
7.2) Document curriculum development as at JHS level. |
| 8) Expand the career education material in the resource center for classroom instruction. | 8.1) Document materials procured and their use. |

Program Recycling (13-14)

- | | |
|--|--|
| 1) The high school guidance team will provide counseling services to out of school students and adults in the community. | 1.1) Document publicity used to acquaint public with services. |
|--|--|

6. (f) Conclusions and Recommendations

As the second year of the project draws to a close the Career Education staff agrees with the conclusions of NERCO:

"The South Portland Career Education Project, REVAMP, has completed another very successful year in its efforts to fully implement a comprehensive career education program in its schools. All objectives have been achieved or are in the final stages of their achievement and the morale of staff is excellent as the project enters its third year.

"Project management has documented its functions well and continues to move toward the completion of its sequential plan for career education programming in South Portland.

"The elementary career awareness handbook continues to undergo substantial revision to make it both compatible with the seven goal areas of the sequential plan and at the same time be indexed by subject area for easy teacher utilization.

"Implementation of mathematics curricula changes from the first year have progressed well, while substantial revisions of the English curricula have been developed.

"Guidance services have become more clearly defined and the direction of the guidance staff has been moving steadily toward the implementation of major program objectives."

Recommendations

- "1. It is recommended that the Sequential Plan for Career Education be given full awareness on the part of district staff (teachers, counselors, administrators) and key community groups in the final year of the project.
- "2. It is recommended that some staff be maintained in the English Curriculum implementation effort so that technical assistance can be provided to teachers as they move toward implementing the curriculum revisions. Perhaps a released time situation could be arranged for one of the English curriculum coordinators to accomplish this end.
- "3. It is recommended that the Guidance Component move toward a complete, yet simple, statement of its revised program and services so that it can maintain program independence and quality in the years ahead. These

statements should be based upon the specific recommendations itemized in the guidance component evaluation report."

4. It is recommended that South Portland assist the University of Maine and the State Department in implementing career education in Bangor, Maine, as part of their new career education grant.
- "5. It is recommended that the Director formulate with the staff, Superintendent of Schools, Board of Education, and the State Department of Education, a definite plan for the continuation of career education after the third and final year of the project.

PROJ. #V361112
GRANT #EG-1-73-5325

'REYAMP'
G. H. HAC LEOD
DIRECTOR

App. A

SOUTH PORTLAND, MAINE

CAREER DEVELOPMENT DESIGN

NO.	GOALS	GOAL STATEMENTS	
		<u>PRIMARY</u>	<u>INTERMEDIATE</u>
1	SELF AWARENESS	Demonstrate an awareness of his own interests, skills, and feelings.	Demonstrate an appreciation of his own skills, interests, feelings and values.
2	INTERPERSONAL SKILLS	Demonstrate cooperation in social situations.	Develop an appreciation of the differences between individuals or groups.
3	DECISION MAKING	Use his senses to gather data and to develop concepts.	Develop skills in making generalizations, hypothesizing and predicting.
4	WORK AWARENESS	Gain knowledge of workers in the home, school, and community.	Identify the personal and environmental factors which influence a worker.
5	MANIPULATIVE SKILLS	Develop manual skills	Improve manual skills.
6	VALUE OF WORK	Identify the ways that workers are of service to the community.	Recognize that an individual can find satisfaction through his work.
7	RELEVANCE OF EDUCATION	Recognize that school is a place to learn	Recognize that schooling is necessary for future careers.
			5/75

110/111

SOUTH PORTLAND, MAINE

CAREER DEVELOPMENT DESIGN

GOAL STATEMENTS

JUNIOR HIGH

Recognize that his talents, values, interests, and limitations relate to career goals.

Develop the interpersonal skills required for work roles recognizing that trust and respect are factors in human relations.

Develop an awareness of the results of decisions which will give him a sense of control over his future.

Explore and analyze the common and unique characteristics of jobs within the 15 U.S.O.E. job clusters.

Identify and use manual skills that are essential to many careers and leisure time activities.

Understand impact of one's career on his lifestyle.

Recognize that mental, physical and communicative skills are basic and applicable to all career fields.

SENIOR HIGH

Make goal-oriented choices related to his career requirements and future employability skills.

Demonstrate an understanding of the importance of human relationships in volunteer and part and full time work.

Determine that having many realistic alternatives he is responsible for continuous and sequential career choices.

Recognize that social, environmental, and technical factors influence career trends so that workers must be flexible, adaptable and mobile.

Develop competence in use of manipulative skills required in one's future career or educational plans.

Through simulated or real work experience gain insight into personal and social value of employment.

Identify the relation between mastery of content knowledge and educational or vocational plans.

5/75

112/113

GENERAL OBJECTIVES
Junior High

Draft
5/75

1. Self-Awareness

- become aware of the importance of hobbies, academic achievement, and athletic abilities in making choice about future occupations.
- understand that accepting a job implies acceptance of job responsibilities and requirements.
- understand the relationship between career and self satisfaction.

2. Interpersonal Skills

- understand the need for positive relationships between himself and others to perform a job.
- increase occupational knowledge through experiences in the community.
- shows a sensitivity and obligation to others in group task situations.
- shows an awareness and trust of others in task situations.

3. Decision-Making

- understand how work experiences meet the needs for occupational preparation.
- identify personal goals as part of making career decisions.
- demonstrate an ability to use decision-making and problem solving skills in gaining self-awareness and relating it to career explorations.

4. Work Awareness

- having chosen a career cluster, analyze the common and unique characteristics of jobs within that cluster.

5. Manipulative Skills

6. Value of Work

- understand relationship between career and life style.
- become familiar with job opportunities as related to social and economic trends in his geographic area.
- describes the social worth of work by identifying the contributions of a wide range of workers to the well-being of society.

7. Relevance of Education

- understand the need to plan an educational process to reach his selected career goals.

- understand the relationship between levels of education and levels of employment.
- understand that different careers require varying types of educational preparation.
- recognize that learning is continuous, occurring in and outside of school.

CAREER DEVELOPMENT DESIGN

GOALS (7)

Work Awareness

GOAL STATEMENTS (28)

Explore the 15 USOE job clusters.

GENERAL OBJECTIVES (100?)

The student will recognize that all jobs related to the 15 USOE job clusters

INSTRUCTIONAL OBJECTIVES (teacher written for each activity)

The student will match 25 out of 35 well-known careers to the proper USOE cluster.

SOUTH PORTLAND SCHOOLS
CAREER EDUCATION

CAREER ACTIVITY SHEET - EXPLANATION

CLUSTER: Optional

TITLE: Name of activity

GOALS: 1 2 3 4 5 6 7 - Refers to the Career Development Design.

Teacher-author will circle goals addressed in the activity.

OVERVIEW: Brief statement of the entire activity.

INSTRUCTIONAL OBJECTIVES: Statements describing the intended outcomes of the activity.

RESOURCES: Materials useful or necessary in teaching the unit.

People and materials.

SUBJECT HEADING: Refers to the library card catalogue; where teacher may find other useful information.

ACTIVITIES: Detailed instructions for teaching the activity.

EVALUATION: Techniques for measuring student behavior following the activity. These should relate to the above instructional objectives.

5/75

FINAL REPORT
OF THE
CAREER GUIDANCE INSTITUTE

June 1, 1975

PROJECT COORDINATORS

Frederick E. Freise
Dr. Arthur O. Berry

SPONSORED BY

South Portland Public Schools
National Alliance of Businessmen

CONTENTS

HISTORICAL BACKGROUND.	2
INSTITUTE GOALS AND OBJECTIVES	3
OVERVIEW OF THE INSTITUTE.	5
EVALUATION OF THE CAREER GUIDANCE INSTITUTE.	12
Pre-Test and Post-Test	12
Pre-Post Test Profile.	13
Feedback Evaluations	16
Worksessions	16
New Knowledges	16
General Comments	19
Evaluation by Discussion	23
Appraisal by the Project Staff	24
CONTRIBUTIONS AND RECOMMENDATIONS.	25
GENERAL CONCLUSIONS.	27
BUSINESS-INDUSTRY VISITATION PARTICIPANTS.	28
INSTITUTE STAFF.	32
ADVISORY BOARD	33

APPENDIX

- A - Information Desired from Employers
- B - Business-Industry - Information Guide
- C - Feedback Form
- D - Career Terms - Vocabulary
- E - Career Terms - Prioritized
- F - Educational Needs
- G - Group Presentation Guide
- H - Pre-Post Test Questionnaire
- I - Certificates Awarded

HISTORICAL BACKGROUND

During the 1974-75 academic school year, South Portland Public Schools and the Greater Portland Chamber of Commerce collaborated in the operation of a Career Guidance Institute under the sponsorship of The National Alliance of Businessmen and the United States Department of Labor. The purpose of the Institute was to create an interface between parents, educators, students and businessmen. Of major concern was the extent of career opportunities in the Greater Portland Area for non-college bound and disadvantaged students and career ladder potential for those gaining employment.

The Institute was also visualized as an inservice educational activity for educators in the South Portland Schools and was designed to enhance their career education program. More specifically, to expose them to the world of work, and the implications it could provide for education, the teacher, and the classroom environment.

Institute objectives were based on the "Dimensions of Career Education" as approved by the Career Education Advisory Committee and Institute design consisted of a refinement of procedures utilized in the 1974 Career Guidance Institute model with consideration given to recommendations published in the CGI Final Report, June 1, 1974.

Dr. Arthur Berry, Director of Vocational-Technical Education, University of Maine at Portland-Gorham, was designated as Workshop Coordinator to work with Frederick E. Freise, Assistant Director of REVAMP, who assumed directorship of the 1974-75 Career Guidance Institute.

INSTITUTE GOALS AND OBJECTIVES

General goals as presented in the specifications by The National Alliance of Businessmen were accepted as the basis for the CGI. At the conclusion of CGI, in accordance with "Dimensions of Career Education", the participants will:

1. identify values, interests, abilities, needs and other self characteristics as they relate to occupational roles. (self dimension)
2. explore occupational areas and describe opportunities, potential satisfactions, required roles of workers and other related dimensions. (occupational information dimension)
3. describe the psychological meaning of work and its value in the human experience. (psychology of work dimension)
4. describe modern work structure, and work environments, and organizational characteristics. (organizational dimension)
5. tell how the individual's role in work is tied to the well-being of the community. (social contribution dimension)
6. demonstrate planfulness in striving to achieve occupational goals and objectives. (planfulness dimension)
7. demonstrate through work-relevant behavior that one is acquiring a concept of self as a productive person in a work-centered society. (work ethics dimension)
8. describe that relationship which exists between basic skills, marketable skills, and interpersonal skills and the jobs one can reasonably aspire to in adult life. (school-work relationship dimension)

9. demonstrate possession of a reasonable degree of basic skills, knowledges, and behavioral characteristics associated with some type of work or occupational area. (occupational preparation dimension)
10. be aware of desirable work-relevant behavior, an ability to learn, adjust to, and advance in a chosen occupation. (work adjustment dimension)

OVERVIEW OF THE INSTITUTE

The Career Guidance Institute was structured on the model developed in 1974, however, scheduling was changed based on participant recommendations. Participants were divided into two groups; those individuals from elementary schools, or those with a focus towards career emphasis at the elementary school level; and those from secondary schools, or those with a focus towards career emphasis at that level.

Elementary participants met on Tuesdays while secondary met on Thursday. Two industry-visitations were held followed by a worksession.

In order to provide relevance to the Career Education program, occupational clusters, as identified by the United States Office of Education, were selected and companies within these clusters in the Greater Portland Area were contacted regarding the Institute and their willingness to become involved. In addition to the occupational clusters, consideration was also given to the curriculum materials currently in use in the South Portland Public Schools and an attempt was made to match visitations and careers to these materials. Those industries or businesses indicating a willingness to participate were provided with a list (Appendix A) of information desired from the company and a "business-industry tour" (Appendix B) information guide.

The resource material solicited (Appendix A) was compiled and placed in the career resource centers of the South Portland Public Schools for use by teachers, counselors and students. The "business-industry tour" guide (Appendix B) provided each business participant was designed to assure that the visitation would be structured and appropriate to institute objectives.

The formate of each tour-visitation was as follows: A 15 minute briefing, a 45 minute tour, and a 60 minute discussion period.

Worksessions were held following two industry-business visitations for each group of participants. Following the last visitation session, both groups of participants met jointly to compare their experiences and evaluate institute effectiveness. A feedback mechanism (Appendix C) was utilized after all visitations and worksessions and provided the Director and Coordinator with a bases for restructuring sessions to make them more relevant.

Each tour-visitation, as well as workshop session, was taped, edited and published by the Institute. The publication "Career Opportunities in Greater Portland, Maine-- Visitation Notes and Info" Volume No. 2 was distributed to all Institute participants as well as guidance counselors and other interested parties in the Greater Portland area. Volume No. 1 is currently being utilized as a text and reference in a number of cooperative work-experience programs. Volume No. 2 provides them with additional resource material.

Education and its relevance to the world of work was a major institute objective. At each work session participants were asked to identify a minimum of ten terms relating to careers that they thought a student should understand, or be aware of. These words, or terms, were compiled into a master list (Appendix D) and at the final worksession each participant was asked to indicate the grade level at which it should be introduced into the curriculum. Responses on Career Terms (Appendix E) were compiled for curriculum use.

Participants were also asked at the final worksession to respond to the following question:

"Based on your tours and worksessions, list those areas or facts that need emphasis or change in education if we are to better prepare youth for job entry."

There responses were added to those identified from the tapes (Appendix F) and presented to the participants.

Small groups reacted to the composite listing and made specific recommendations for the South Portland Public School System.

The program, on a week by week basis, was as follows:

October 10 - Worksession

- a. Orientation to Project
- b. Pre-test
- c. Goals of Institute
- d. Pre-tour Information
 - Portland Water Front
 - Portland Pipeline
 - Bluerock Industries
 - American Hoist and Derrick

October 15

Tour-visitation
Portland Waterfront

October 17

Tour-visitation
Bluerock Industries

October 22

Tour-visitation
Portland Pipeline

October 24

Tour-visitation
American Hoise and Derrick

October 29 - Worksession

- a. Overview - Career Education
- b. Overview - Proposes of Education
- c. Pre-tour Information
 - Imperial Homes
 - Maine Egg Products
 - U.S. Post Office and Federal Building
 - S.D. Warren
- d. Feedback

November 5

Tour-visitation
Imperial Homes

November 7

Tour-visitation
U.S. Post Office and Federal Building

November 14

Tour-visitation
S.D. Warren Paper Mill

November 19 & 21 - Worksessions

- a. Career Education Review
- b. Review of Tour-visitations
 - Group A - Presentation
Waterfront
 - Group B - Presentation
Imperial Homes
 - Group C - Presentation
Portland Pipe Line
 - Group D - Presentation
Bluerock Industries
 - Group E - Presentation
American Hoist and Derrick
 - Group F - Presentation
U.S. Post Office and Federal Building
 - Group G - Presentation
S.D. Warren Paper Mill
- c. Behavioral and Performance Objectives
- d. Pre-tour Information
 - Hannaford Brothers
 - South Portland Fire and Police
 - Blue Cross and Blue Shield
- e. Feedback

November 26

Tour-visitation
Hannaford Brothers

December 3

Tour-visitation
South Portland Fire and Police

December 5

Tour-visitation
Blue Cross and Blue Shield

December 10 - Worksession

- a. Review Behavioral Objectives
- b. Test on Performance and Behavioral Objectives
- c. Review of Tours
 - Hannaford Brothers
 - South Portland Fire and Police
- d. Career Terms - Development
- e. Pre-tour Information
 - Hoods Ice Cream
 - Sebago Shoe
- g. Feedback

December 12 - Worksession

- a. "The Economic System"
Russell Day - Training Director
S. D. Warren Company
- b. Pre-tour Information
Noyes Tire
Burnham and Morrill

January 7

Tour-visitation
Hoods Ice Cream

January 9

Tour-visitation
Noyes Tire

January 14

Tour-visitation
Burnham and Morrill

January 16

Tour-visitation
Sebago Shoe Company

January 21 & 23 - Worksessions

- a. Where Are We?
- b. Discussion on Tour-visitation
Burnham and Morrill
- c. Career Terms - Development
- d. Competency Based Education
- e. Strategies from Goals and Objectives
- f. Pre-tour Information
Osteopathic Hospital of Maine
Holiday Inn
W. H. Nichols Company
- g. Feedback

January 28

Tour-visitation
Osteopathic Hospital of Maine

January 30

Tour-visitation
Emery Waterhouse

February 4

Tour-visitation
Holiday Inn Downtown

February 6

Tour-visitation
W.H. Nichols Company

February 11 & 13 - Worksessions

- a. Systems Approach to Education
- b. Strategies for Implementation
Elementary Career Ed
- c. Group Work
 - 1. What do individuals want most from their Jobs?
 - 2. Career Terms Development
 - 3. Analysis of educational needs
- d. Review of tour guide sheets
Osteopathic Hospital of Maine
Emery Waterhouse
Holiday Inn Downtown
W.H. Nichols Company
- e. Pre-tour Information
Weyerhaeuser
Presteel Corporation
Reiche School
- f. Feedback

March 4

Tour-visitation
Weyerhaeuser

March 6

Tour-visitation
Presteel Corporation

March 13

Tour-visitation
Reiche School

March 20 - Worksession

- a. Overview of tour
Reiche School
- b. Summarization - National Workshop on Career
Education
- c. Group reactions
Presteel Corporation
Weyerhaeuser
- d. Individual development implications for education
- e. Concepts of evaluation session
- d. Post-test

March 25 - Evaluation Session

- a. Post-test
- b. Career terms
 - Prioritize by grade level
- c. Educational recommendations
 - Group development
- d. Institute evaluation
 - Individual and group reaction

EVALUATION OF THE CAREER GUIDANCE INSTITUTE

From the outset, it was planned to evaluate the Institute in a variety of ways. These include:

1. Administration of a Pre-Test and a Post-Test (Appendix C) to all participants and to analyze the results.
2. Utilization of a feedback device (Appendix C) to ascertain relevance of worksessions and achievement of institute goals.
3. An informal discussion of the strengths and weaknesses of the Career Guidance Institute by participants, business representatives, and staff at the last worksession.
4. Informal appraisal by the project staff. Some highlights of the appraisal are:

PRE-TEST AND POST-TEST:

The Pre-Test and Post-Test (Appendix H) were designed to determine achievement of Institute objectives. Responses on a 0-10 rating scale were not designed to be used for statistical comparisons but to serve as indications of general change in attitude, knowledge and understandings. The results, as shown on the "Pre-Test - Post-Test Profile" reveal a positive growth on all 19 assessment items.

PRE-POST TEST PROFILE

Career Guidance Institute - 1974-75
 South Portland School System
 South Portland, Maine 04106

PRE-POST TEST QUESTIONNAIRE

This institute is designed to help you increase your knowledge regarding careers and career opportunities and to improve communication between educators, businessmen, and the community. Listed below are questions related to areas which will be discussed during the activities of the institute. You are being asked to complete this questionnaire in order that some evaluation of these activities may be made.

Each question or statement is followed by a ten-point rating scale. Read each question and circle the number on the scale which most nearly corresponds to your own assessment of your present degree of knowledge, understanding, skill, or attitude referred to in the question.

1. How would you rate your present degree of knowledge of business and industry in the Greater Portland area?

PRE-TEST - 10/74

POST-TEST - 3/75

0 1 2 3 4 5 6 7 8 9 10

2. Indicate the degree to which you are familiar with current employment trends in the Greater Portland area.

0 1 2 3 4 5 6 7 8 9 10

3. Indicate your knowledge of career opportunities for non-college bound students in the Greater Portland area.

0 1 2 3 4 5 6 7 8 9 10

4. Indicate your knowledge of the skills needed by business and industry in the Greater Portland area.

0 1 2 3 4 5 6 7 8 9 10

5. Indicate the degree of your present knowledge about distressed and disadvantaged areas in the Greater Portland area.

0 1 2 3 4 5 6 7 8 9 10

6. To what extent are you aware of the attitudes of the disadvantaged toward gainful employment?

0 1 2 3 4 5 6 7 8 9 10

7. To what extent are you aware of the attitude of employers toward employment of the disadvantaged?

0 1 2 3 4 5 6 7 8 9

8. To what extent is the community attuned to the needs of non-college bound student?

0 1 2 3 4 5 6 7 8 9

9. To what extent is the administration of your school system attuned to the needs of the non-college bound student?

0 1 2 3 4 5 6 7 8 9

10. Indicate the degree to which you understand the educator's role in working with non-college bound youth.

0 1 2 3 4 5 6 7 8 9

11. To what extent are the teachers in your school system committed to providing relevant education for non-college bound students?

0 1 2 3 4 5 6 7 8 9

12. How would you rate your present degree of knowledge of local training opportunities and programs for non-college bound students?

0 1 2 3 4 5 6 7 8 9

13. Indicate the degree of your present understanding of Career Education or the Career Education concept.

0 1 2 3 4 5 6 7 8 9

14. Indicate the degree to which you are familiar with the dictionary of occupational titles and career clusters.

0 1 2 3 4 5 6 7 8 9

15. Indicate to what extent has Career Education been introduced to the secondary classes in your school system.

0 1 2 3 4 5 6 7 8 9

16. Indicate to what extent you are familiar with Career Education programs available in the schools of Greater Portland.

0 1 2 3 4 5 6 7 8 9

17. Indicate the degree of your understanding of a realistic role for the guidance counselor in occupational or career guidance.

0 1 2 3 4 5 6 7 8 9 10

18. How would you rate the potential for a regular flow of communication between school administrators, teachers, counselors, and business and industrial personnel within the Greater Portland area?

0 1 2 3 4 5 6 7 8 9 10

19. Indicate the degree of your positive feelings about completing this questionnaire.

0 1 2 3 4 5 6 7 8 9 10

FEEDBACK EVALUATIONS:

Feedback Evaluations (Appendix C) were designed for each worksession and used to determine understanding of material presented and to solicit comments regarding the worksession, how to improve it, and what the participants gained from the session. In all 12 worksessions were held. Participant reaction to content and instructional techniques was indicated by agreement to strong agreement on each item asked.

The comments regarding improvement of tours and work-sessions were taken into consideration by the project staff and when feasible and consistent with Institute goals, were implemented.

Major items mentioned were:

- More time for questions
- Utilization of small groups
- More contact with employees
- Shorten worksession
- Bring company representative to worksessions
- More student participation
- Focusing tours on entry level jobs
- Discussion relating to attitude development
- Relate tours to resource packets
- More emphasis on job opportunities, advancement, etc.

A second aspect of feedback was concerned with:

What Specific New Knowledges Did You Gain From Your Tour and Worksession? A sampling of responses was:

Attitude is the most important thing that employees are looking for. (2) Business letters and English are also on the top of the list. (3) If a person is willing to work, if he is willing to learn - then the employee is willing to put in the time and the money to train him.

I was very interested the W. H. Nichols only produces two items. Also the worksheet rating the 10 job ratings proved quite interesting. A follow-up of employees opinions would be of interest.

I'm learning how to pin down personnel managers to answer questions and not to allow them to be evasive. Maybe I'm getting to be more tenacious.

I learned about a new occupation that I never knew existed.

Attitudes play a tremendous degree on the part of the employee.

New teacher performance standards. Math is badly needed for business. Conditions on most jobs are good to excellent. Companies like to promote from within.

Vocabulary-needs for growth of Osteopathic Hospital.

There seems to be a great deal of enthusiastic employees (on the surface anyway) in most companies.

I am learning that employers and educators share similar goals and demands of young people.

Feel a better understanding of behavioral objective.

I have learned so much that it is difficult to list everything in this space. Some examples are - a better general understanding of the careers available in the Portland area.

I question whether or not we are doing an adequate job of preparing students to work together in class activities. So often in visiting we have found the importance of one worker to another in completing work successfully.

Changing materials of work - need for adaptability in students - attitudinal development emphasis - production of goods and services not known before.

Better understanding of job opportunities. More convinced that we better do a better job of basic academic skills and development of attitudes.

I found that the employers, on the tours we had been on, have little use for highly skilled or intelligent people.

What is actually needed from the school system. Problems of the high school students who step right into jobs.

Don't think I realized the extent to which students have poor attitudes in employment.

Tension in industry due to competition.

Respect for all people in all jobs.

Go to a visitation at another type of work to learn and seek to understand different hopes (or jobs) for different folks = democracy. What makes teachers think they would qualify for some of these jobs - sometimes we are not the kind of persons they would like to be like either - or turn about is fair play - Good Lord! That's a teacher!?

To be as proud to be a teacher as Chief McGouldrick is to be a member of the Fire Dept. A gun does not make a policeman a human.

More awareness of various employments.

More aware of conditions and requirements for specific areas.

I think our oral sessions give insight to things we may have forgotten and maybe weren't aware of.

Your doing a good job! The wheels are beginning to turn!!! (in my head)

Have seen a variety of skills and working tools that I had not seen before.

Being new to the area, the tours and worksessions have been a great help to know the community and the people. The tours give a great insight to what goes on behind the doors of the various areas.

Limitations in local openings and opportunities for advancement.

Specifics of weaknesses in applicants, particularly attitudinally. Was impressed with sensitivity and awareness of employers to problems of non-college bound students.

Some more facets of how inflation is affecting people, jobs, etc. More awareness of requirements for jobs.

Enjoyed the tours - more insight on what other people are doing. I consider this an opportunity to see other people at work - many of us don't realize what some of our kids folks are doing for work, or what is in store for them after school

I knew very little about careers and industrial opportunities in the Portland Area since I have lived in the area a relatively short time. I find it helps in making students aware of opportunities in their own geometric area.

I learned how actual jobs tie in with career clusters.

A better understanding of the scope of employment opportunity.

Attitude of business toward education, Hiring procedures. What industry is looking for in future workers.

A third aspect of feedback provided for General Comments on each tour or worksession. A sampling of responses was:

I enjoyed today's session - especially filling in the

sheet on what people want most out of their jobs. Find it interesting breaking up into groups and discussing them.

We have been discussing the tours in several of my classes and the students seem very interested. Attitude in business is hard for students to understand.

Today's activities were interesting and instructive, but too long for the time provided - hence frustrating. (Perhaps this in itself is a good lesson for teachers)

As with other visits, I continue to gain a great appreciation of teaching as a career.

Again I would ask for more conversation in relation to our tours rather than the multitude of outside information that takes up most of the class time. It seems we have many loose ends. Even though I can distinguish with the front part of the sheet as to my personal knowledge of specific questions, I still feel confused when it comes to what we should be gearing our attention to on educational implications of this course.

The people have been very cooperative and the tours have been informative and pleasant. I enjoyed the group work in the get-together wrap-up session.

There is a point of saturation - there are too many of the same operations with terminology, needs, and interests that are similar.

I am enjoying the course and the tours.

Holiday Inn was the best/most informative yet. Osteopathic Hospital was (One) doctor's views and not an overview of health occupations/education.

Very disappointing. Also I do not like being read to -- I can read the handouts myself.

These tours provide a good general education regarding that "third environment". It is not the specific information that is valuable to me so much as the background picture of the business or industry. As a teacher, I expect to be more realistic in the classroom and to make my teaching more practical.

I have enjoyed learning about industry in this area and the communication developing between industry and educators. I feel the educational system must become more career oriented and make education relevant to the everyday (work day) of most of us.

The tours were both very interesting. The tour to Noyes seemed to be the best organized. It took a few minutes to figure out how each part of the shoe operation fitted in, but both taught a lot.

I have discussed each tour with my classes. The students seem very interested in the world of work. I can see at the seventh grade level, that in the future we (society) are going to have a real problem with attitude!

The CGI has been both educational and enjoyable. I have found that much of what I have learned has been material which I can put to practical use. The people involved have been interesting, informative, and most cooperative.

The tours and work sessions are making one realize how ineffective we are at hitting the real human needs in homes and at school.

Keep up the good work!

I'm learning a great deal about the world of work. The

tours have been organized well and are interesting.

The fact that kids don't understand the basic principle of the free enterprise system bothers me a good deal.

The course is getting livelier and thus more exciting.

I am glad to be involved but not at my arrival after school to this area of another school.

Very satisfied with tours and worksessions.

Attitude is very important. Am looking at the whole spectrum of careers much more seriously than before!

The negative feeling about job prospects made me wonder - why bother? As was mentioned during the work session - the poor attitudes shown by many job seekers was blamed in part on the schools. This makes me angry!

Have been able to implement more detail in a classroom. Children are becoming more aware of the world of work and can express their feeling about this also.

I am happy I took the course and am willing to learn about world of work (it is generalized that we teachers do not understand the real world). I think whoever makes this generalization forgets that some of us married someone outside the teaching profession, or that we may have worked for 2 years or more as a chemist where one worked with objects and not people.

The tours have been very interesting and most enjoyable.

There is a value to C.G.I. - parts of today's lecture on U.S.A. for example and tours to places never before visited - should be again more small group work.

Impressed with the workshop to this point.

I wish more teachers would become involved. There is so much we need to know about the community and the employers of our students (and our neighbors).

EVALUATION BY DISCUSSION

Feedback provided the Institute staff with continuous input from participants. In addition, an opportunity was provided at the last worksession for specific recommendations concerning strengths and weaknesses of the Career Guidance Institute. Participants were asked to react to the following question:

"If another Career Guidance Institute were to be held, what changes, or recommendations, would you make to planners, directors or coordinators?"

Major recommendations were:

1. Visit post-secondary institutions in the local area and identify potential educational opportunities.
2. Identify and visit alternative service agencies available to students, the disadvantaged and for drop-out.
3. Utilize speakers from other learning options, ie: apprenticeship, employment security commission, in plant training.
4. Later school visitations, ie: secondary into elementary.
5. Explore careers for handicapped.
6. More parent involvement.
7. Develop alternate scheduling. Vary day of week.
8. Greater exploration of Government and public service job opportunities.
9. Involve students who are not college bound.

APPRAISAL BY THE PROJECT STAFF

The Institute staff was involved in all worksessions and tour-visitations. In doing so, the staff had an opportunity to evaluate the program as it involved. Observations are:

1. Grouping of participants into elementary and secondary provided a basis for planning Institute experiences which could be related directly to the educational setting.
2. Participants quickly recognized and accepted the thrust of the Institute.
3. Once introduced to the business scene and into communications with the business community, enthusiasm for the project grew markedly among the majority of participants.
4. The business community was warm and courteous in their reception to participants and enthusiasm for the Institute and its goals.
5. Participants liked group activity and this area of the worksession should be expanded.
6. Consideration should be given to restructuring another Institute. Small group tours could be utilized with monthly reports to all participants individualized visitation also holds promise.

CONTRIBUTIONS AND RECOMMENDATIONS

The Career Guidance Institute was conceived as an in-service educational activity for educators in the South Portland Public Schools and was designed to enhance their exemplary Career Education Program. At the final work-session, each participant was asked to review a list of "Career Terms" which was compiled during the work sessions and to indicate the grade level at which the term should be introduced into the schools curriculum. Appendix E shows how the terms were prioritized according to the following categories: primary K-2, elementary 3-6, junior high 7-9, and senior high 10-12. It is recommended that teachers utilize these to make their content and experiences more relevant to the world of work. In addition the list provides a basis for the Career Education dimension within the revised English curricular, a 1974-75 Career Ed project priority.

A major contribution can be summed up in the remarks of one participant: "I think it has made some teachers think relevancy and accountability. A realization that many students do survive without taking college courses. What steps are we taking in preparing students for the world of work?".

In addition to its contribution to the Career Education Program, specific implications for education were identified (Appendix F) and summary of recommendations made for consideration by the South Portland School Department. They are:

1. Greater emphasis in all areas on development of a positive attitude, emphasis on values, self discipline ethical behavior and acceptance of responsibilities.
2. Provide experience in development of job application and interviewing skills.

3. Provide workshops and orientation for all teachers in the area of value clarification.
4. Involvement of students in industry-tour visitations.
5. More emphasis on communication skills.
6. Development of human relation skills in individual or group courses or activities.
7. Consideration of mini-course in "How to Succeed in The World of Work".
8. Make greater use of business-industry resources and personnel in educational activities.

GENERAL CONCLUSIONS

Institute goals and objectives were met in a variety of ways:

1. Tour-visitations provided an interface of the business and educational communities.
2. The Pre-Post Test indicated growth in attitudes knowledges and understandings.
3. Volume #2 - "Career Opportunities in Greater Portland, Maine - Visitation Notes And Info" was developed for use by teachers, counselors, and students.
4. Resource materials were added to the Career Resource Centers of the South Portland Public Schools.
5. Additional business-industrial personnel were added to those willing to serve as resource persons for educational purposes.
6. Participant awareness of local business-industry and its implications for the Career Education Program were identified.
7. A listing of Career Terms was developed and prioritized for usage in the educational program.
8. Educational needs were identified and recommendations made to local school authorities.
9. The Career Guidance Institute model, developed in 1974, was refined and tested as to its effectiveness as an inservice technique for educational purposes.

BUSINESS-INDUSTRY VISITATION PARTICIPANTS

In order to provide relevance to the Career Education Program, career clusters as identified by the United States Office of Education provided the basis for tour-visitations.

In selection of business-industry participants, consideration was given to the curriculum materials currently used in the South Portland Public Schools and an attempt made to match visitations and careers to these materials.

The following were visited by workshop participants. Individuals named served as contacts and resource personnel for the Institute.

TRANSPORTATION

Bureau of Waterways
Edward Langlois, Director
Portland Pipeline
Wallace McGreen, Vice President

MANUFACTURING

American Hoist and Derrick Company
John A. Baird, President
Weyerhaeuser Company
Robert Parent, General Manager
S. D. Warren Company
Russell R. Day, Director Manpower Development
Sebago Shoe Inc.
John Marshall, Vice President - General Manager
Presteel Corporation
William Moio, General Manager
Burnham & Morrill Company
William Bush, Personnel Manager
W. H. Nichols Company
Herbert Carmichael, Personnel Manager
Noyes Tire Company
John Meredith, Personnel Manager

CONSTRUCTION

Imperial Homes
James F. Maguire, President
Bluerock Industries
Robert Nunley, General Manager

HEALTH

Blue Cross and Blue Shield
Russell D. Bonney, Personnel Manager
Osteopathic Hospital
John Fecteau, Executive Director

PUBLIC SERVICE

Howard Reiche School
Richard McGarvey, Principal
South Portland Police Department
Thomas J. Carmody, Community Relations Officer
South Portland Fire Department
Filip D. McGouldrick, Chief
Portland Post Office and Federal Building
John M. Kelley, Manager Retail Sales and Service

MARKETING AND DISTRIBUTION

Emery Waterhouse Company
Joan Conover, Personnel Manager
Hannaford Brothers Company
David Dillman, Personnel Manager

HOSPITALITY AND RECREATION

Holiday Inn Downtown
Gustave Tillman, General Manager

INSTITUTE WORKSHOP PARTICIPANTS

Cathy M. Aikins, Student, South Portland High School
Jean I. Beaudreau, Parent
Rachel Beckford, Student, South Portland High School
Elizabeth P. Braley, Elementary Teacher, Lincoln School
Nancy Carroll, Elementary Teacher, Lincoln School
Eileen Connolly, Parent
Eileen Cullinan, Elementary Teacher, Redbank School
Linda Eastman, Parent
Michael Eastman, Elementary Principal, Lincoln School
Donna Federico, Student, South Portland High School
Molly Foster, Parent
Rita Huntley, Elementary Teacher, Skillin School
Elizabeth Knowlon, Teacher of Social Studies, Mahoney
Junior High School
Blanche Mack, Career Education Resource Center Aide,
South Portland High School
Ruth McLellan, Elementary Teacher, Small School
Carlene Mooney, Elementary Teacher, Redbank School
Colleen Norton, Elementary Teacher, Small School
Bonnie Philbrick, Home Economics Teacher, South Portland
High School
Sandra Pilisbury, Elementary Teacher, Lincoln School
Ruth Roberts, Elementary Career Education Coordinator
Cindy Sanborn, Career Education Resource Aide, Mahoney
Junior High School
Rosemary Skillin, Parent
Beverly Theriault, English Teacher, Mahoney Junior High
School

Patricia Akerley, Teacher Aide, South Portland High School
Pamela Beal, English Teacher, Mahoney Junior High School
Robert Burbank, Graphic Arts Teacher, South Portland High School
Linda Carr, Math Teacher, Mahoney Junior High School
John Chapin, Social Studies Teacher, South Portland High School
Claire Chase, French and German Teacher, Mahoney Junior High School
Mary Cruise, English Career Education Coordinator
Martha Foster, Home Economics Teacher, Memorial Junior High School
John Gailey, Assistant Principal, Memorial Junior High School
Ann Gilmore, Guidance Director, South Portland High School
Arthur Giroux, Math Teacher, South Portland High School
Elizabeth Hascall, Commercial Teacher, South Portland High School
Sandra Jones, Career Education Resource Aide, Memorial Junior High School
John Kennett, Social Studies Teacher, South Portland High School
David Lawrence, Student, Memorial Junior High School
Carlton Miller, Business Education Department Chairman, South Portland High School
Maxine Morris, Social Studies Teacher, Memorial Junior High School
William O'Gara, Social Studies Teacher, Mahoney Junior High School
James O'Reilly, Social Studies Teacher, Mahoney Junior High School
Gertrude Parker, Guidance Teacher, Memorial Junior High School
Marshall Sawtelle, Commercial Teacher, South Portland High School

David Scribner, Science Teacher, Mahoney Junior High School

Terry Sotiriou, Secondary Career Education Coordinator

Jane Swett, Student, Memorial Junior High School

Keith Thompson, Principal, South Portland High School

Arthur Tordoff, Social Studies Teacher, South Portland
High School

Michael Towle, Social Studies Teacher, Mahoney Junior High
School

Linda Warden, Student, South Portland High School

Elizabeth Wildes, Student, South Portland High School

Sarah Wright, English Career Education Coordinator

INSTITUTE STAFF

Arthur O. Berry, Director, Vocational Technical Education,
University of Maine at Portland-Gorham, Gorham

Frederick E. Freise, Assistant Director, REVAMP, South
Portland School System

ADVISORY BOARD

DIRECTOR: George H. MacLeod

ASSISTANT DIRECTOR: Frederick E. Freise

ELEMENTARY TEACHER: Carolyn Corcoran, Director
Curriculum and Instruction
Memorial Junior High School

SECONDARY TEACHER: Carl Miller, Department Chairman
Business Education
South Portland High School

REPRESENTATIVES:

UMPG Ms. Linda Hoch
Placement Director
96 Falmouth Street
Portland, Maine 04103

SMVTI Joseph DeCoursey
Dean of Students
Fort Road
South Portland, Maine 04106

Student Mary Lou Santerre
47 Foswick Avenue
South Portland, Maine 04106

Parent Carolyn Murphy, Manager
Casco Bank
Cape Elizabeth, Maine 04107

CIVIC GROUP: James Doughty, Vice President and
Treasurer
Blake, Hall and Sprague Insurance Co.
22 Cottage Road
South Portland, Maine 04106

LABOR: Allen P. St Pierre, Business Represen-
tative for International Association
of Machinists
12 Eighth Street
South Portland, Maine (SP & CE Rotary)

Thomas Curtis, Director, Manpower
Training
Associated General Contractors of Maine
Box (N), Whitten Road
Augusta, Maine 04330

BUSINESS: Diane Boissonneault, Administrative
Supervisor, Affirmative Action
1380 Riverside Street
Portland, Maine 04103

John Baird, President
American Hoist and Derrick Company
1248 Broadway
South Portland, Maine 04106

APPENDIX

INFORMATION DESIRED FROM EMPLOYERS

Company structure

How are job openings made known?

Who is contact person for a job inquiry?

Employment application procedures

Application form

Testing and evaluation procedures

Kinds of jobs available

Career ladders

Opportunities for advancement

Evaluation of employees

Job descriptions

Brochures on company

Company benefits

Brochures on pay rates, schedules, incentives (tuition assistance)

Human resources available to education - What will industry or business supply?

Library resource materials (training films, etc.)

Potential summer employment for teachers

Academic and skill requirements of potential employees

Weakness you see in education

Hiring and practices regarding disadvantaged

Equal opportunity plan

Annual statement

How much profit made by company?

BUSINESS-INDUSTRY TOURS
Information Guide

APPENDIX B

1. Overview of Company Operations

- a. Briefly identify the main functions of your business or industry.
- b. Briefly discuss your company's future and its potential for growth.

2. Employment Needs and Requirements - General

- a. Describe the occupations which are found in your company.
- b. What are your recruitment and employment practices.
- c. Describe the minimum job requirements, wages, educational requirements for each occupational area.
- d. Explain how your employment applications are screened and any pre-employment tests used.
- e. Relate your employment requirements to the general understandings and basic skills of a secondary school graduate. What are strengths and weaknesses of the high school graduate?

3. Employment of Economically Disadvantaged

- a. Indicate the percentage of your employees who are from minority groups. Disadvantaged?
- b. Indicate how you recruit from high schools in disadvantaged areas. Discuss any employment advantages offered to those youth.
- c. Review your employment procedures and practices. Do they contain any elements which would be difficult for disadvantaged youth to meet? References, etc.
- d. Describe the present employment outlook for youth, in particular disadvantaged.
 - 1) In what areas do needs exist?
 - 2) Part-time jobs
 - 3) Future employment trends
- e. Relate potential job advancement to the disadvantaged.

4. Orientation and Training of New Employees

- a. Discuss orientation procedures for new employees.
- b. Discuss on-the-job training activities.
- c. Discuss incentives and other training programs for employee up-grading.

5. Articulation Between Business-Industry and Schools

- a. Discuss specific ways a counselor or teacher can assist high school graduates and/or dropouts to gain employment with your firm.
- b. Suggest provisions and procedures for continuing a meaningful relationship between counselors and your firm.

APPENDIX C

FEEDBACK INFO
WORKSESSION

Session #7

February 11, 1975

The following statements reflect some views about the work session. Please respond to these statements by circling the response which best reflects the extent to which you agree or disagree.

I. CONTENT

- | | | | | | |
|---|----|---|---|---|----|
| 1. I understand the concept of competency bases teacher education. | SA | A | U | D | SD |
| 2. I can prepare a behavioral objective containing the three required parts. | SA | A | U | D | SD |
| 3. The visitation to Osteopathic Hospital and Holiday Inn gave me new insights into careers and career opportunities. | SA | A | U | D | SD |
| 4. The group discussion session clarified my understanding of career opportunities in the hospitality and health areas. | SA | A | U | D | SD |
| 5. I am more aware of the processes, procedures, and requirements related to employment. | SA | A | U | D | SD |
| 6. The tour and worksession provided insight into educational needs necessary for employment. | SA | A | U | D | SD |
| 7. The orientation to Weyerhaeuser and Richie School gave me an overview of the next tour and what to look for. | SA | A | U | D | SD |
| 8. The session was interesting enough to hold my attention. | SA | A | U | D | SD |

II. INSTRUCTION

- | | | | | | |
|--|----|---|---|---|----|
| 1. Group involvement provided enthusiasm for the subject. | SA | A | U | D | SD |
| 2. The variety of approaches used provided for more participant involvement. | SA | A | U | D | SD |
| 3. The vocabulary used was confusing. | SA | A | U | D | SD |
| 4. Too much info was covered. | SA | A | U | D | SD |

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or printed text on the paper. A small, faint mark resembling a stylized '6' or a loop is visible near the top right corner.

VOCABULARY

Below are listed vocabulary words identified as relating to careers. Review the list and indicate the grade (1-12) that you think would be appropriate for inclusion in the curriculum.

Maine Human Rights Commission	Personnel Manager	pressure
Maine Employment Security Comm.	product engineer	contour grinding mach
horizontal	chambers	energy
verticle	combustion	divorced (as used)
gears	general practice	grinding
Inter-dependence	osteopathic	machine operator
scrap	internship	on-the-job training
preliminary	allopathic	pride in work
cross-train	therapist	scrap
OSHA	orderlies	shifts
minimum age	anesthesia	probationary
tool and die	Executive Director	raise
orbiting type motor	Board of Trustees	vocational training
disc	spelling	tedious
commutating parts	interest	promotion
rotational torque	self-confidence	shipping & receiving
stabilize	appearance	turnover
steam-tempering	portable salad bar	payroll clerk
induction-hardened	Executive Chef	switchboard
assembly room	micro-wave oven	flexible
turrit system	deep freezers	volume
metric	flat-top stoves	displacement
manufacturing	Gaylord hood	warehouse
brief	electric skillet	cubic feet
franchise	port-buffet wagons	monitor
personnel	theme decorating	quality control
merchandise	interior decorating	management
facility	soup chef	attitude
aptitude	banquet	maintenance
safety	buffet	process
customer	bake, broil, fry, steam grill	salary
differential	menu	plant
observation	gratuity	sophistication
inventory	suite	employment
advertisement	porter	responsibility
commercial	wait/er, tress	pilferage
administration	bus boy	handicapped
specialist	desk clerk	conference
competitor	maid	minimum
raw material	cleanliness	housekeeping
utilized	description	application
habits	growth	surveyer
microfilm	gauges	gerolers
gerotor	gerotons	contour grinding

CAREER TERMS

At each Career Guidance Institute worksession participants were asked to identify terms related to careers. A master list of terms was developed, and each participant indicated the grade level at which a student should be exposed to the term. The listing below is a summarization of participant responses.

PRIMARY K-2

scrap
 metric
 brief
 safety
 customer
 advertisement
 habits
 spelling
 interest
 self-confidence
 appearance
 menu
 waiter/waitress
 bus boy
 desk clerk
 maid
 cleanliness
 growth
 pride in work
 raise
 attitude
 salary
 patrol car
 fingerpring
 Officer Friendly
 ambulance
 equipment care
 "doughnuts"
 ladder truck
 uniform
 tanker
 fire inspection

ELEMENTARY 3-6

horizontal
 vertical
 gears
 inter-dependance
 preliminary
 disc
 assembly room
 manufacturing
 franchise
 personnel
 merchandise
 facility
 aptitude
 differential
 observation
 inventory
 commercial
 administration
 specialist
 competitor
 raw material
 utilized
 microfilm
 chambers
 combustion
 general practice
 therapist
 orderlies
 anesthesia
 portable salad bar
 Executive Chef
 micro-wave oven
 deep freezers
 flat-top stoves
 Gaylord hood
 electric skillet
 port-buffet wagons
 theme decorating
 interior decorating
 soup chef
 banquet
 buffet

bake, brown, fry, steam grill
 gratuity
 suite
 porter
 description
 gauges
 pressure
 energy
 divorced (as used)
 grinding
 machine operator
 shifts
 probationary
 tedious
 promotion
 shipping and receiving
 turnover
 payroll clerk
 switchboard
 flexible
 volume
 warehouse
 cubic feet
 monitor
 quality control
 maintenance
 process
 plant
 sophistication
 employment
 handicapped
 conference
 minimum
 housekeeping
 application
 surveyer
 stock
 code number
 hourly employees
 mass production
 R. N.
 L. P. N.

milling machine
 hydraulic
 displacement
 tedious
 valves & cylinders
 equipment
 linear movement
 creating & transmitting information
 valve pump
 stock
 code number
 broaching machines
 production output
 hobbing section
 heat treating
 carbonizing
 hourly employee
 nitriding
 key punch
 tolerance (accuracy)
 mass production
 R.N.
 LPN
 cardiac
 intensive
 inhalation
 malfunction
 diagnosis
 skeletal
 manipulation
 flow chart
 clinical & office occupations
 machine sewn
 brand names
 cylindrical
 retread
 vulcanize
 design molds
 "scorches"
 specifications
 employee benefit package
 firing range
 patrol car
 Youth Aid Bureau of Dept.
 retail
 wharf
 "black gold"
 dikes

probationary
 sprocket
 volume of fluid
 partial vacuum
 industrial earth moving
 torque
 generalist
 conamatics
 recycle
 security area
 tolerance
 economic slump
 non-union
 stock appreciation
 data
 oxidation
 quenching
 administrative position
 customer relations
 inter-dependent
 function room
 pulverize
 hoist
 conveyor belt
 packing room
 end of run
 raw material
 piece work
 union shop
 turn-over
 manual dexterity
 pattern
 hand crafted
 embossing
 cured
 hot-shop
 extruder
 casing
 "rubber tree"
 hand labor
 fingerprint
 Officer Friendly
 ambulance
 equipment care
 distribution
 bumpers
 lead lines
 sauna

transmitting
 linkage
 revolution
 apprentice
 truck bay
 rotary motion
 deburring machines
 "doughnuts"
 executive
 defective
 credit
 efficient
 production line
 hard-hat area
 pension
 salaried worker
 accident rate
 transcribing
 researchers
 entry-level
 chambermaid
 sterilization
 vat
 pallet
 labeling
 retourt
 finished product
 die making
 non-union shop
 overtime/ time and
 stamina
 cobbler
 upper leathers
 buffing
 casing
 checkpoint
 rubber milling
 "sets up"
 percentage
 expansion plans
 nozzle gun
 dispatcher
 ladder truck
 uniform
 equity
 crude oil
 tanker
 fire inspection

Elementary cont'd. 3-6

cardiac
intensive
inhalation
malfunction
diagnosis
skeletal
machine sewn
brand names
cylindrical
retread
design molds
firing range
Youth Aid Bureau or Department
wharf
"black gold"
dikes
probationary
recycle
security area
tolerance
economic slump
data
function room
pulverize
conveyor belt
packing room
end of run
raw material
piece work
pattern
hand crafted
embossing
cured
hot-shop
hand labor
distribution
bumpers
sauna
transmitting
linkage
revolution
apprentice
truck bay
rotary motion
executive
defective
credit
efficient
production line

hard-hat area
salaried worker
accident rate
researchers
chambermaid
sterilization
vat
pallet
labeling
finished product
cobbler
percentage
dispatcher
crude oil

JUNIOR HIGH 7-9

Maine Human Rights Commission
Maine Employment Security Commission
cross-train
OSHA
minimum age
tool and die
orbiting type motor
commutating parts
rotational torque
stabilize
Personnel Manager
product engineer
osteopathic
internship
allopathic
Executive Director
Board of Trustees
contour grinding machine
on-the-job training
vocational training
displacement
pilferage
milling machine
hydraulic
displacement
valves and cylinders
linear movement
creating & transmitting information
valve pump
production output
key punch

JUNIOR HIGH cont'd. (7-9)

tolerance (accuracy)
 manipulation
 flow chart
 clinical & office occupations
 vulcanize
 "scorches"
 specifications
 employee benefit package
 sprocket
 volume of fluid
 partial vacuum
 industrial earth moving
 torque
 generalist
 non-union
 stock appreciation
 oxidation
 quenching
 administrative position
 customer relations
 inter-dependent
 hoist
 Union Shop
 turn-over
 manual dexterity
 extruder
 casing
 "rubber tree"
 lead lines
 deburring machines
 pension
 transcribing
 entry-level
 retourt
 die making
 non-union shop
 overtime/time and a half
 stamina
 upper leathers
 buffing
 casing
 checkpoint
 rubber milling
 "set-ups"
 expansion plans
 nozzle gun
 equity

SENIOR HIGH 10-12

steam-tempering
 induction-hardened
 turrit system
 gerotor
 gerotons
 gerolers
 contour grinding
 broaching machines
 production output
 hobbing section
 heat treating
 carbonizing
 nitriting
 conamatics

Composite Listing
EDUCATIONAL NEEDS

Below are listed educational needs as indentified through business-industry tours, by speakers and by participants in the Career Guidance Institute:

Typing - office skills	Read and spell well
Apperance - clothing for job	Self discipline (short-
Develop self confidence	coming of new employees)
Spelling	Decision-making skills
Confidentiality stress	Know jobs and make appli-
Self-starter	cation for specific job
Getting along with people	Lack of discipline
Basic math - percentages	Sense of responsibility
Punching time clocks	Willingness to work
Stress to students - need for	Prepare youngsters to take
education	oral exams
Provide more actual exposure	Attitudes
to careers	Human relation skills
Part-time try-out experience	Working as a team
Teachers serve as examples	Need skills to live in
Understanding of unions	society
Interviewing techniques	Absenteeism
Establish realistic career	Work habits
goals	Part-time experiences
Involve parents in school	Reading skills
Make subjects relevant to	Math - basic and practical
careers	Acceptance of responsibility
Common sense	Employers' expectations
Make academic courses relevant	Communication skills
(This doesn't mean vocational)	Obligations to employer
Course in social living	Trucking vocabulary
Pride in one's self	Articulation
Use business and industry more	Self confidence
Management-employee relations	Sense of humor
Group dynamics	Role-playing roles to give
Oral expression	actual involvement
Honesty	Experience in making out
How to apply for a job	job applications

GROUP PRESENTATION

Outline of Points to Cover

1. Describe purpose of company or organization
2. Describe your tour
Where you started, areas or departments visited,
and function of each.
3. Careers identified
4. Employment opportunities
5. Orientation, inhouse training, incentives
6. Educational needs of potential employees
7. Implications for education

APPENDIX H

PRE-TEST QUESTIONNAIRE

This institute is designed to help you increase your knowledge regarding careers and career opportunities and to improve communication between educators, businessmen, and the community. Listed below are questions related to areas which will be discussed during the activities of the institute. You are being asked to complete this questionnaire in order that some evaluation of these activities may be made.

Each question or statement is followed by a ten-point rating scale. Read each question and circle the number on the scale which most nearly corresponds to your own assessment of your present degree of knowledge, understanding, skill, or attitude referred to in the question.

1. How would you rate your present degree of knowledge of business and industry in the Greater Portland area?
0 1 2 3 4 5 6 7 8 9 10
2. Indicate the degree to which you are familiar with current employment trends in the Greater Portland area.
0 1 2 3 4 5 6 7 8 9 10
3. Indicate your knowledge of career opportunities for non-college bound students in the Greater Portland area.
0 1 2 3 4 5 6 7 8 9 10
4. Indicate your knowledge of the skills needed by business and industry in the Greater Portland area.
0 1 2 3 4 5 6 7 8 9 10
5. Indicate the degree of your present knowledge about distressed and disadvantaged areas in the Greater Portland area.
0 1 2 3 4 5 6 7 8 9 10
6. To what extent are you aware of the attitudes of the disadvantaged toward gainful employment?
0 1 2 3 4 5 6 7 8 9 10
7. To what extent are you aware of the attitude of employers toward employment of the disadvantaged?
0 1 2 3 4 5 6 7 8 9 10

8. To what extent is the community attuned to the needs of non-college bound student?
0 1 2 3 4 5 6 7 8 9 10
9. To what extent is the administration of your school system attuned to the needs of the non-college bound student?
0 1 2 3 4 5 6 7 8 9 10
10. Indicate the degree to which you understand the educator's role in working with non-college bound youth.
0 1 2 3 4 5 6 7 8 9 10
11. To what extent are the teachers in your school system committed to providing relevant education for non-college bound students?
0 1 2 3 4 5 6 7 8 9 10
12. How would you rate your present degree of knowledge of local training opportunities and programs for non-college bound students?
0 1 2 3 4 5 6 7 8 9 10
13. Indicate the degree of your present understanding of Career Education or The Career Education concept.
0 1 2 3 4 5 6 7 8 9 10
14. Indicate the degree to which you are familiar with the dictionary of occupational titles and Career Clusters.
0 1 2 3 4 5 6 7 8 9 10
15. Indicate to what extent has Career Education been introduced to the secondary classes in your school system.
0 1 2 3 4 5 6 7 8 9 10
16. Indicate to what extent you are familiar with Career Education programs available in the schools of Greater Portland.
0 1 2 3 4 5 6 7 8 9 10
17. Indicate the degree of your understanding of a realistic role for the guidance counselor in occupational or career guidance.
0 1 2 3 4 5 6 7 8 9 10

18. How would you rate the potential for a regular flow of communication between school administrators, teachers, counselors, and business and industrial personnel within the Greater Portland area?

0 1 2 3 4 5 6 7 8 9 10

19. Indicate the degree of your positive feeling about completing this questionnaire.

0 1 2 3 4 5 6 7 8 9 10

The South Portland Public School System

Hereby Commends

for contributing to programs in

CAREER EDUCATION

Date

168/169

The South Portland Career Education Project

CAREER GUIDANCE INSTITUTE

Hereby Certifies that

has successfully completed the requirements for

IE. 530 PRACTICUM-VOCATIONAL GUIDANCE

Conducted by the University of Maine Portland-Gorham

Date _____

170/171

FOR FURTHER INFORMATION CONTACT:

FRED FREISE
ASSISTANT DIRECTOR REVAMP
SOUTH PORTLAND PUBLIC SCHOOLS
637 HIGHLAND AVENUE
SOUTH PORTLAND, MAINE 04106

CAREER OPPORTUNITIES
in
GREATER PORTLAND, MAINE

VISITATION NOTES & INFO:

VOLUME NO. 2

Career Guidance Institute
South Portland Public Schools
South Portland, Maine

May, 1975

173/74

FOREWORD

During the 1974-75 academic year, a Career Guidance Institute was held in South Portland, Maine for the purpose of creating an interface between parents, educators, students, and businessmen. Of major concern was the extent of career opportunities in the Greater Portland area for non-college bound students and career ladder potential for those gaining employment. Also of major concern was the relevancy of education in providing for the needs of students who would be entering the world of work.

Twenty-one industries or businesses representing major occupational areas, or career clusters, were visited by groups of parents, students, and elementary or secondary school educators on Tuesdays and Thursdays. Two visitation sessions were followed by a group worksession at which time tours were reviewed focusing on educational implications.

This publication is a summation of the visitation and worksessions. It is hoped that it will provide guidance counselors, teachers, parents, and students in Maine and in particular, Greater Portland, with insights into employment potential and educational needs.

The National Alliance of Businessmen are to be commended for their financial support, Fred Freise, Career Guidance Institute Director, and the South Portland Public Schools for Institute development and operation, and The University of Maine at Portland-Gorham for its contributions to the in-service teacher education program.

Arthur O. Berry
Workshop Coordinator

TABLE OF CONTENTS

	Page
I. FOREWORD	
II. VISITATION AND WORKSHOP NOTES	
A. Workshop #1	1
B. We Cover the Waterfront	3
C. Blue Rock Industries	10
D. Portland Pipeline	16
E. American Hoist and Derrick	20
F. Imperial Homes	24
G. United States Post Office and Federal Building	29
H. S. D. Warren Paper Mill	34
I. Hanaford Brothers	39
J. South Portland Police Department	43
K. Blue Cross and Blue Shield	48
L. Workshop #4	54
M. Noyes Tire	70
N. Burnham and Morrill	77
O. Sebago Shoe Company	81
P. Workshop #5	85
Q. Osteopathic Hospital of Maine	89
R. Emery Waterhouse	94
S. Holiday Inn Downtown	98
T. W. H. Nichols Company	104
U. Workshop #6	107

V.	Presteel Corporation	114
W.	Reiche School	119
X.	Workshop #7	122
Y.	Workshop #8	125
III.	RESOURCE PERSONNEL	127
IV.	SAMPLE SAFETY CHECK	130

Date: October 10, 1974

Workshop: #1 - Orientation to Career Guidance Institute

Fred Freise, Institute Director, greeted the participants and Arthur Berry explained the program to them. The Career Guidance Institute is sponsored by the National Alliance of Businessmen. Last year's Institute was discussed, and the kind of information obtained from it, such as job opportunities in the Greater Portland area, was put in book form. These books are now in use in some area schools in the cooperative education programs as a textbook because it tells the situation as it is. The Institute is seen as a vehicle for communications between teachers, students, parents and the local community.

The first session was primarily orientation. An information form was passed out, filled out and returned for the purpose of grouping. A second form was a pre-test, designed to determine the knowledge the participants have about the community and job opportunities prior to the beginning of the Institute. An identical post-test will be given at the end of the Institute, and a comparison made to gauge the success of the program. A third form was completed for those who wish to earn college credit for the program.

In South Portland, the Career Guidance Institute is primarily used as an in-service activity related to the Career Education project, however, as a funding agency, the National Alliance of Businessmen is concerned with the disadvantaged student, whether the area of handicap be economic, physical or educational.

The identification of values, needs, interests, abilities, and other self characteristics as they relate to occupational roles is the goal of Career Education in South Portland. The Institute will relate the above to occupational roles in the Greater Portland area, and the satisfaction these roles give the workers. We will look at the psychological meaning of work and its value as a human experience. We will observe the organization and the organizational structure and how the person fits into that structure. We want to determine if young people make plans to achieve their occupational goals. We want to demonstrate through work relevant behavior that one is acquiring a concept of self as a productive person in a work centered society. We will determine if education is orienting itself to that primary concern of every individual as a productive member of society. We are going to be concerned with the relationship that exists between basic skills, marketable skills, inter-personal skills and jobs which people will aspire to in an adult life. This is the school-work relationship we are hoping to develop through the CGI.

The NAB contract has a number of requirements. #1) an advisory committee, consisting of business people, educators and the community. The Career Education Advisory Board fills this requirement. #2) Pre-test and post-test. #3) Sixty hour involvement by participants. #4) Evaluation. #5) They want to know how the Institute is tied in with the University; how the visitations will

take place; and what will be the outcome of the CGI. Mr. Freise indicated that a working model will be developed, a speakers' list will be compiled, another visitation handbook will be developed and teachers will be asked to relate career activities for use in classrooms. The purpose of this Institute is curriculum directive. The kind of industry to be visited had to be indicated in advance, since 50% of the time has to be spent in business/industry visitation. The group is split as to elementary and secondary. The businesses to be visited represent the fifteen occupational clusters as identified by USOE. 1974's visits were to the larger industries. Since the majority of Maine industries employ less than five people, it was felt that perhaps we received a distorted picture of the opportunities available. Consequently, this year visits are scheduled to large and small companies. The elementary educators will visit a company on Tuesday, and the secondary group will visit one on Thursday. A joint worksession will be held every third week.

Each company has been made aware of the type of information we are looking for on the visits. Information packages will be kept for teacher and student use in the junior and senior high resource centers. What jobs are available for non-college bound grads, and career ladders within companies will be explored. We will request job descriptions within each company and get any pamphlets available. Pay schedules and benefits will be learned and a resource list will be developed of contacts and speakers. Summer jobs for teachers will be explored, and college credit may be given to teachers for job experience, providing it is related to what is being taught. These are the topics visitations are directed toward.

Industry has been very responsive to this program and have brought in company brass on occasion to speak with participants. Tours have been well conducted in the past and new lines of communication opened.

OSHA will be an issue again this year and regulations observed on our visits.

The remainder of the orientation period was spent explaining travel arrangements, travel vouchers for reimbursement, and an overview of upcoming tours. Groups were arranged to generate interaction with junior and senior high groups, parents and students.

Date: October 15, 1974

Tour #1: We Cover The Waterfront

Ed Langlois, of the Port Authority, welcomed the group and introduced the speakers.

Clark Neally, Economic Development/City of Portland, spoke first. The Port of Portland produces an estimated \$35,000,000 per year, of income that is brought to the area, and paid out in salaries and for goods and services. It breaks down as follows: oil - \$26,000,000; fishing industry brings in \$5,000,000; all other industries in the area bring in \$4,000,000 for a total of \$35M.

The Port of Portland's dry cargo industry is almost extinct. It began to decrease when the Canadian government in 1914 decided to make St. John and Halifax the national outlet for Canadian goods, since Portland does not have a population in or around it that consists of great numbers of people who are producing goods for export or consuming goods that are imported. Our shores are backed up by mountains, lakes and everything but a lot of people, thus the justification for a port is lacking.

Mr. Neally sees Portland as a Feeder Port to Halifax, where they have a tremendous container port facility, with every market of the world concentrated there with regular ship service. So we can be a feeder port for goods produced in New England, and consumed in New England via Halifax.

Second, he sees Portland as a Special Purpose Port. Ships coming from Iron Curtain countries have not been well treated in other ports, and thus could be welcomed to our port.

Third, we could become a direct service line to the west coast with containers carried on boxcars, with the facilities to double stack the containers. The only holdback to beginning this direct service right now is the low bridge on Veranda Street, otherwise there is a clear route from here to the west. If the service was guaranteed, the Veranda Street bridge could be changed to accommodate the cars. This would cut off time in shipments from Rotterdam, the largest port in the world, to the west coast, to the Orient. It is argued that we shouldn't plan to build container facilities until we are certain of the business. Mr. Neally feels that we must first have the facilities to offer before we can expect anyone to contract for the service.

We now have a roll-on/roll-off facility at the International Ferry Terminal, which should be utilized more. And it is felt that all the facts have not been heard on the side of the oil companies. If the oil companies could use the facilities they want, it would amount to an 18% increase in the number of tankers using the Port of Portland. We should realize that Portland is already an oil port, and has been for some time.

There are thirty vacant acres by the bridge; this could ideally be a foreign trade zone. There are another sixty-five vacant acres on the other side of Veterans Memorial Bridge. Foreign trade zones give us a special advantage of bringing in raw materials, or parts and producing a finished product. There is no tax on labor or value added in the United States.

Mr. Langlois spoke for the steamship agents. They represent the major steamship companies in Portland Port. They act as agents for the foreign steamship companies in port. When a vessel is due to arrive, a wire is received. The agent then takes over the running of the whole operation; they order the pilots, the towboats, the supplies, handle any emergency situations. They clear the ship through customs or immigration. It is a seven-day a week job. An agent is always on call. There are five agents, with 15-18 people employed by them, in the Portland Port.

Maritime Academy graduates are employed in many phases of the waterfront operations. Mr. Langlois is one.

Commander Buchanan, head of the Naval Reserve Training Center, spoke next. The building contains classrooms, laboratories and shops, and has two ships in its docks. These are minesweepers, used for training the reservists from various parts of Maine. Nine units use the facilities. Units are traded back and forth, in and out of State. One hundred thirty men are on active duty at the Center. It is hoped that the Center will have a destroyer as part of its training fleet.

Fred Boyce, General Manager of Central Wharf Towboat, was unable to attend, but Mr. Langlois spoke for him. Three of the largest, most powerful towboats in the country are in his hands. We have to have such large towboats because we handle the largest ships allowed to come into an inner port in the United States. The ships are met at Willard Beach; bar pilots have brought the ships in from the Light Ship. One man from the towboat goes on board and, more or less, takes command of the ship and brings it in port. These towboats are on call around the clock. There are excellent opportunities for young people on a towboat.

Captain Dunbar, another Maritime Academy graduate, is the president of the Portland Pilot's Association. Every major port in the world has harbor pilots. They bring a knowledge and experience not found on maps and charts of harbors. Insurance company studies have found, that by having a local harbor pilot, the accident rate of vessels is greatly reduced. Harbor Pilots assist the Master Pilot of the ship. Being the first ones to board an incoming vessel, the Harbor Pilots are able to ascertain that the ships are in condition to come into port; that they are not leaking oil, etc. This is a benefit to the port. A Master and a Pilot are two different kinds of individuals. A Master is in full command out on the open sea, and prepared for any emergency. The dangers of shoals, increased traffic and other obstacles as he approaches land calls for a different type of skills, those possessed by a Harbor Pilot.

There are six Harbor Pilots in Portland. (Bar Pilots and Harbor Pilots are the same thing here, because we do not have a "bar" obstructing the harbor entrance.) Our Pilots have to guide the ships through a whole set of granite ledges. Each Portland Pilot has an unlimited tonnage master's license, a federal first class pilot's license issued by the Coast Guard, and a State pilot's license, issued by the Harbor Commission. The Pilots have two pilot boats; their job being to tally, to get the Pilot to and from the vessel he is guiding into port. On board there are five crew members, who alternate on a rotational basis. They see to the boat maintenance, that it is bunkered up and food is on board, and that someone is always there to pilot the harbor pilot to the incoming ships, and pick up a pilot who has led a ship out of port.

In order to keep pilot's rates as low as possible an association was formed. The pilot's pool their income, they use the same equipment, they train all the new pilots, and pool expenses. Previously, each pilot had his own cutter and it was very competitive. This was very costly, both to the pilots and in the rates they had to charge.

Piloting is a 24-hour operation, seven day a week. It is a service; therefore they have to be where they are asked to be, when they are asked to be there.

The operation calls for extensive telephone communication from ship to shore.

There is reason to believe that the State of Maine has a great number of young people who would like to go to sea. The steps to becoming a Pilot take time. Three years of sea time after high school are required, advancing from seaman to able seaman, and then securing a third mate's license. The three full years of sea duty could actually span a period of six years. An easier way to get in the three years time is to attend the Maritime Academy; there is a federal academy and several other State academies. After four years of college education a young person can go to a steamship company with a third mate's license, a Naval Reserve Commission, and a BS degree. From there, he or she can work up to second mate, chief mate, and finally, master. By that time, a person is about thirty years old. An application can be submitted for pilot's status, at this point. Then one must wait for a retirement or death of a member of the Pilot's Association. Once someone is picked as the next pilot, he would ride with the pilots for several months, gaining experience, watching what they are doing, watching for what they are looking for, observing how they get to "feel" the ship they are on. With this experience behind him, he would go to the Coast Guard Federal Examiner to take the test for a federal license. Having passed this, he would again ride with the pilots some more. The president of the Association will take the applicant before the Harbor Commission, who will screen him, and interview him, before granting a State license. This is the one that they actually work on because most of the vessels are foreign trade vessels, and the State Pilots' license is required to handle these. The Federal and Master's license are just requisites for the State's. A few weeks after obtaining the State's license, the pilots will turn the novice on his own on a small vessel, under good weather conditions. They try to have everything in his favor on the first day of piloting. Little by little, responsibilities build up. There are few small ships coming into the Portland harbor to train pilots on. After about five years of this, a pilot feels capable of handling the largest ships that come into the area.

Harbor piloting is a career that calls for dedication to the job. It is a goal-setting career, as it takes time to attain it.

Once a pilot comes on board a large vessel, he tells the Master what is expected of him and his ship, the traffic he will encounter, weather and tide conditions, approximate time of anchoring and docking. He tells the helmsman what courses to steer, and the mate on watch what orders to give the engines. He does not touch the wheel of the ship, nor talk directly to the engine room.

It is not a money deriving job, but it is essential to the good of the port and the city. They work closely with the Port Authority in advising them of the size ships we are capable of handling.

Harbor piloting is not a get-rich occupation; it is a way of life. There is no amount of money one could earn to warrant staying with it. One really has to love it.

Following Sandy Dunbar, Mr. Langlois spoke for "Pop" Burnham, Ship Chandlery. The main purpose of a chandler is to supply the ships using the port. This might include 3000 pounds of chicken, 100 barrels of potatoes, a supply of the captain's favorite dish, etc. It is their job to make sure the ship has plenty of supplies to hold them until they get to the next port. It is actually a waterfront steward. Repair parts for the ship are also ordered through the chandler. Mr. Burnham has extended an invitation for anyone to contact him to arrange a visit to the Chandlery and observe the operation.

The Environmental Protection Agency now has a staff on the Portland waterfront. David Stans briefed us on this operation in the Division of Oil Conveyance Services. With the amount of oil traffic in the Portland harbor and the country's interest in protecting the environment, the State of Maine felt that it would be in the State's interest to start regulating oil on the coast. In 1969, the State passed the Coastal Protection Act, setting aside \$4M in funds to protect the Maine coast. This is to hire personnel, secure equipment and to begin prevention programs. Action is much parallel to the Coast Guard. This fund was put in litigation by the oil companies until last year. The fund has now been released and the State has started hiring people. There are eight people working out of Portland, with a field office in Bangor, and an expanded staff in Augusta. Their responsibilities include responding to oil spills, to insure that the spills are cleaned up to the satisfaction of the State, and that the parties whose property is damaged by the spill are compensated, either by the fund or the responsible party. They have the responsibility of inspecting and licensing oil terminals and tankers. The office will expand as facilities to handle more oil expand. There are many opportunities, mainly for people who have had some training in a science related area, such as biology or environmental sciences. There are opportunities for people with a maritime academy background, but the money offered is not sufficient to entice them. David is a graduate of Southern Maine Vocational/Technical Institute. Mr. Langlois added that the whole area of environmental studies offers great opportunities to young people.

Ed McLaughlin of Casco Bay Lines spoke on that segment of Port activity. Mr. McLaughlin and his partner also own South Portland Shipyard. They bought it mainly to repair and maintain their own vessels. The shipyard hires a lot of young people, starting them as laborers, working them up in the capacity they want. There are three marine railways, one of a thousand ton, one of 900, and one of 100 capacities, serving this area. The South Portland Shipyard employs approximately fifteen people year round, and this figure goes up to about fifty during the summer season. This operation is completely independent of Casco Bay Lines.

At Casco Bay Lines, they can hire someone off the street and start him as a deckhand. There is no licensing required and no particular skills on a federal level. Through observation, those in charge determine if a young person will make it in this job or not. To become a captain of one of their ships, which are all under 100 gross ton (known under federal law as sub-chapter T vessels), men have to have one year on-board their type vessel, and have served in the capacity of purser (which involves taking tickets, keeping a captain's log, ticket audit reports, passenger reports, etc.) and eventually learns seamanship. They encourage them to go to school and they must ultimately, after one year's experience, pass a test given by the local Marine Inspection Officer in Portland. The license issued is for vessels of 100 ton maximum capacity only.

The four large passenger vessels can each carry 300 passengers and an unlimited amount of freight. One car/vehicle ferry can carry up to ten cars and 174 passengers.

Mr. McLaughlin started as a messboy in Massachusetts in his first year of high school. After high, he worked in this capacity on the vessels to get a feel of the job and possibilities. He wanted more money than he could foresee in sea life so he went to law school. He entered the steamship business from a business angle, and thereby combined both of his ambitions.

A young person can work his way up through the ranks through the pursing department to the engine or deck department. It all takes time, study and knowledge gained by experience. He recommended more field trips conducted by the schools to expose young people to the opportunities. A brief visit shows only a very small portion of the activities that go on during a normal day. He also recommended marine related subjects on the high school level, and more on the trade school level. He also mentioned opportunities for women coming up through the ranks.

Some of the other activities mentioned by Mr. Langlois going on along the waterfront are: trucking and rail, small boat repairs, recreational facilities warehouses, machine shops, fishing industry (over 500 people employed in this industry on the Portland waterfront) and a variety of other businesses.

From here, we proceeded to the Lions International Ferry. Mr. Neally filled us in on details here. It was really a super selling job, getting Lion to establish this as their port of operation, because this was just about the last place along the eastern coast that they wanted. It required a million dollar

guarantee from the business community, which was put up by over one hundred twenty businesses and businessmen. This was a guarantee that a minimum of \$2,530,000 would come in each year for five years. This guarantee has never been called and it was forgiven, but it speaks well for the business community of Portland that they willingly backed it. The Lion Ferry started with the Prince of Fundy. Within two and one-half years it carried 100,000 passengers, 25,000 autos and 25,000 trucks, as estimated by the planning board, of which Mr. Neally and Mr. Langlois were part. It is now carrying 165,000 persons per year. The addition of the Bolero has been in part responsible for the increase. The Bolero is utilized in the winter months in Miami, from where it goes to Mexico and Jamaica.

\$2M was spent on repairing and renovating the physical plant. The building is the old freight shed. It has all been repiled under the structure. The city has a lease with Lion by which Lion will pay the city, over the next ten years, approximately \$550,000. They also pay for the offices on the second floor of the building and for a warehouse that was just built for them nearby. They pay \$110-125,000 to the customs agents alone in wages. The US Government pays the majority of the wages in Immigration. Their estimated income to Portland is over \$1M per year, especially when they build up their personnel ranks in the summer. The outer wharf is over 100' long, reinforced with oak and spruce. The marine work alone cost \$500,000. This facility can be used for roll-on/roll-off operations as mentioned earlier. The tanks across the bridge are scheduled to come down and that land developed for commercial use.

At the Port Authority building, Mr. Langlois explained his position. MPA is located at the Maine State Pier, and is now known as the Bureau of Waterways, part of the State Department of Transportation. Handbooks describing the facilities were given out in limited numbers. These books will be kept in the Resource Centers. Their primary purpose is to advertise the facilities to prospective customers throughout the world. Approximately 300,000 tons of cargo crossed the Portland pier, in dry cargo, at one time during the course of a year. The cargos have changed with the times, and economic conditions have forced companies to change their ports of purchase. Sardines are the biggest import right now. We are coming into the container age, and must think in terms of expansion to provide proper facilities to handle the amount of business needed to make the port as thriving as it once was.

Twenty and forty foot container boxes are in the yard. These containers are placed, loaded on vessels and shipped to other ports. It is predicted that 85% of the shipped cargo will be shipped in this manner in the near future. It is close to this figure now. Portland has not participated in the growth of container traffic because we were unable to convince the people who would raise this money through tax dollars that there would be enough traffic to justify investing in this area, and that it would serve all of our Maine industries. Thus we are not a container port. We can handle a small amount, about ten containers every month. The career to suffer most along the docks has been that of the longshoreman. This job is now almost extinct. Machinery does the majority of the work once performed by men.

Portland handles vessels of 100,000 ton capacity, with 6-7000 tons of cargo. They handle some of 30,000 tons, handling as many as 3000 boxes, turning the ship around inside of 24 hours, prepared to go on to its next port.

The main purpose of the Bureau of Waterways is to promote water-bound commerce.

Women are employed on the waterfront in a variety of capacities. One is a broker at Chase Leavitt. Pop Burnham employs many women. Mr. McLaughlin has female help on his ferries. Every ship coming in under a foreign flag has 5-10 women aboard in different capacities (radio operators, ward people, mates, etc.).

A blacktop area large enough to handle 600 container boxes, with moving about room, is necessary in order to bring the business to Portland that it would need to become a major container port.

Date: October 17, 1974

Tour #2: Blue Rock Industries

Our tour started at the office at the entrance of the Blue Rock Quarry on Brighton Avenue. Bill Wood led us around the premises. The first stop was in the basement laboratory, where all the rock sampling and stress tests are done. The Lab comes under the jurisdiction of the Engineering Department, of which Mr. Burns is head.

Soils and samples are tested and graded from sizes ranging from 4" down to a fine dust-like residue. Sizes and quality are recorded daily. A daily, weekly, monthly, and yearly average is kept. There are two regular lab technicians on duty, plus a number of men out in the field throughout the State. The company's operation is broken down into major divisions: the materials division, in which they produce materials; paving division; construction division; heavy road division.

Blue Rock owns Cumberland Sand and Gravel, which produces their sands and gravels. They have pits in Windham which they use regularly, as well as pits in Hollis. No permanent equipment is kept at either of these sites. A permanent operation is in North Jay, Turner, and a stone quarry in Sidney. Leeds is another site of a crushed gravel operation. These are all material supply and processing sites.

There is another stone quarry on Spring Street in Westbrook which will be mined as material supply runs low at the Brighton Avenue site.

Concrete blocks are tested in a room adjoining the Lab. This is done at various stresses over a period of days. Cores are cut out of the road from time to time and tested to see how they are holding up and if they meet specifications. There are different machines and equipment utilized for the various tests.

The lab technicians might start in the summer on college vacation. They are hired because of a related background and formal engineering training.

Eighty to eighty-five people are employed at this site during peak season; about sixty are full-time, year-round. Good workers are put to work in other areas when outside work slows down. There are many job applicants all the time, but it is hard to come by trained workers to run the machinery needed in the operation. The shop, which is located at the Spring Street site, is a year-round operation, and looks for top-notch mechanics.

OSHA does not bother them at the Brighton Avenue quarry since it comes under the Bureau of Mines, and is regularly visited by them once or twice a year. IRS inspectors carefully count the dynamite caps on hand and check their tallies with the inventory reports.

People right out of high school usually get a start in the construction business on a seasonal basis. Attitudes and work habits are closely observed by the supervisors, and someone who rates high in these and other areas will be employed whenever possible.

There is a computer in operation on the upstairs level, Brighton Avenue, but we did not get to see it because Mr. Wood explained that the area was very small and he would not be able to give us details on its operation, since this was not his field. But he did want to make us aware that they had one, and it was another career possibility with the company.

We went to the quarry operation and observed a few trucks and shovels removing materials from the pit. They're taking out about 40-foot lifts from this particular pit. They can repeat this process up to a total of 400'. They don't plan to go that far at this location. Chances are that when they are through digging here (and they figure they have another 15-20 years) that the pit will be turned into a sanitary landfill. There are several considerations as to how deep they will dig. They have found 40' lifts to be most economical, and not as hazardous as digging deep and having overhanging rocks to be wary of. A crane with a drop ball breaks up the oversized rocks that the blast fails to. The noise and explosions evidently don't disturb the surrounding neighborhood too much, because motels have been recently built close by and do a thriving business. Blue Rock does try to schedule explosions at times when the fewest people would be in the motels. It was observed that they showed concerns for many environmental factors in connection with their operation.

Many considerations are made in the selection of a pit site. The engineering department studies location under advisement and submits recommendations pro or con.

The outdoor operation usually goes up to Thanksgiving or the first of December. Good workers are used in the maintenance department during the cold months. \$2.85 - \$3.00 is starting pay, for 50 hour work weeks (10 of these hours are at time and a half). Women are used as flagmen in road crews, none operate heavy equipment, although this is not ruled out as a possibility if one with the training and ability comes along.

The dust level is minimal due to water wash process and a dust collection building. The rocks go through a primary crusher, which is a jaw crusher, in a building located near the pit. Rocks go up a conveyor belt and over a scalping stream. Everything minus $2\frac{1}{2}$ " goes down on the belt and up into a tank. Anything oversize goes through a secondary crusher, is reduced to about $2\frac{1}{2}$ " and goes into the tank. Two feeders go up into another tank. Vibrating streams extract small stones, and the larger stones go through a crushing machine, reducing them to usable size. Anything that passes through the lower deck goes on to the finishing stream. These are $\frac{7}{8}$ or $\frac{3}{4}$ minus inch stones. They are then washed and graded into $\frac{3}{4}$, $\frac{3}{8}$, and wash screenings (a $\frac{1}{8}$ minus inch material). The sediments go into a pond which is almost a powder when dry. This plant complex requires shifts that coincide with daylight hours. There are 9-10 men working in this area. The dust collecting building is the only one of its kind in the State

of Maine.

From Brighton Avenue we drove down into the pit and out of the quarry to the Westbrook, Spring Street site. Here we met with the head of the maintenance department where they repair and maintain the truck fleet and other equipment, Mr. Carl Luce. Mr. Burns, the chief engineer, met with us later.

We started touring at the paint room; there are two identical rooms where equipment is painted. These rooms are set up under city, state, and federal specifications for health and safety features. The air is turned over by so many cubic feet per minute to keep the air clean and free of paint vapors. This is all tied in with the furnaces, so that the hot water heat keeps the rooms warm. Hot water heat is required in areas where commercial painting is done.

Sixty-nine men are employed in the shop during peak season, which is during the winter when all the trucks are completely overhauled. They prefer to hire experienced or trained mechanics, rather than train their own. Experienced mechanics start at \$3.50, inexperienced at \$3.00. This is a fifty-hour week operation. The shop is open on Saturdays and the men are required to work. Probationary period is six months. Welders from this shop are required to work outside on occasion, and their job entails a lot of heavy lifting and climbing. It is doubtful that a woman would ever be employed here. There are four welders.

Painting is an unskilled job, a good entry level point. An ambitious worker could go from here to mechanic, and up.

The mechanics own their own tools, so the loss of tools does not fall on the company. Extremely large wrenches and other oversized tools are maintained in the stock room and signed out as needed. We toured the supply room, which has a full-time crew. A timekeepers office and Mr. Luce's office are in this area. There is a head stock man and two-three under him. Inventory is taken every March.

OSHA has not inspected here to any extent. But Mr. Luce pointed out that the building is only two years old and therefore meets all OSHA specifications.

There are about seventy trucks that are maintained here. Three to five are usually in the shop for repairs. The other locations are equipped to do minor repairs on their trucks, but all major repairs are done here.

We went to the meeting room upstairs in this building. There Mr. Burns and Mr. Nunley, of Personnel, spoke with us.

Mr. Burns talked about the three phases of the Blue Rock operation. There are two concrete plants; one in Westbrook and one in Sydney. Three quarries are located at Main Street, Westbrook; Spring Street, Westbrook, and one at Sydney. Cumberland Sand and Gravel at Leeds is owned by them. Two

new acquisitions include a site at Jay and one at Turner.

In the course of a year, approximately a million tons of aggregate is processed into stone, gravel, etc. Construction is primarily concerned with the construction of highways and large projects. Sewer and utility work also comes in this area.

The paving division manufactures and lays down in excess of 400,000 tons of blacktop per year.

The equipment division backs these three operations up. This is a 300,000 square foot building, the largest and most modern of this kind in Maine and possibly New England.

Other company departments include engineering, office administration and finance. He said again that the number of employees fluctuates from a high of seven hundred fifty to a winter crew of four hundred fifty or less. The annual payroll is about five and one-half to six million dollars per year.

The jobs mentioned included: laborers, truck drivers, equipment operators, mechanics, welders, machinists, foremen, superintendents, technicians, bookkeepers, timekeepers, engineers, clerics, etc. Advancement opportunities are available for someone with ambition. It is hard work, requiring long hours, because it is work that is dependent on the weather and contracts must be met. Most of the jobs require a high school education; technical and specialized skills call for additional training. There is company reimbursement for schooling, depending on grades maintained for relevant courses. Benefits are good. Vacations, hospitalization programs, retirement plans and profit sharing are among these.

The public image of the construction business has not been good. They are trying to change this, and one way to is to tell groups such as ours, which includes educators, so that we can see for ourselves and tell others of the efforts that are being made to keep pollution at a minimum while performing a job necessary for the growth and improvement of the city and state.

The failure rate of construction companies is something like twenty-nine percent. It is a high risk business. Zoning laws present many problems. The challenge lies in managing natural resources to everyone's advantage. When the zoning laws become unduly restrictive, they rule out business that would make use of natural resources.

Mr. Nunley was originally scheduled to talk with us, but had been called to Boston. He returned just in time for this segment of the visit.

The turnover of office help is very small. They put in a forty-hour week, and starting pay is about \$80 to \$85. Many of the jobs are filled by word-of-mouth; people will tell friends about an opportunity coming up and they will apply.

There is no central personnel person, or office. Each department supervisor does his or her own hiring.

Education and experience do play a part in getting a job. For instance, they would like an electrician to have two years at Southern Maine Vocational-Technical Institute, or a similar institute, and a couple of years in the field. Then they would teach them what was required of them at Blue Rock.

They are interested in people who can read and write well, and express themselves well, and they will send them to schools for specialized training, schools sponsored by their trade association. Their apprenticeship programs do not go through the State Apprenticeship Council. College degrees are not sought on an entry level, and promotion is from within. In order to supervise or manage a business like this, one would have to be familiar with all phases of the operation.

The company has been remiss in checking applicants' backgrounds with schools, but they feel that the interview and probationary period will weed out the deadwood. A high school diploma is not necessary for employment, native intelligence and conscientiousness are more important.

Inflation has hit this industry hard, and next year they are faced with a greatly reduced highway program, because gas revenues are down and bond issues are uncertain at this point.

It should be of interest to students anticipating working for construction companies in the summer to know that the best way to start is to go to the work site and begin work on a day to day basis, at 6:30 am. If one is observed to be dependable and to put in a full ten-hour day faithfully, chances are that he might be hired on a permanent basis, or for the duration of the season as a full-time laborer. This is very good money, but the hours are long and the work hard. There is a minimum age of eighteen. If someone tries to get a job through the main office, there is really no chance of being hired on a seasonal basis.

Date: October 22, 1974

Tour #3: Portland Pipeline

The main portion of the tour of the Pipeline was by car. The group began at Piers 1 and 2. Here they observed reserve tanks which the pipeline uses when the tank farm is filled. These are called transfer tanks or shore tanks. They have floating roofs, which float up and down on the oil to prevent any vapors from forming and cut down on the chances of explosion. These tanks were built in 1941, and were the original terminal and loading pier. This area can only handle emergency or smaller vessels now.

A residual fuel from the fuel is used by power companies for burning. It is a heavy, viscous product used in lieu of coal. The pipelines are developing the technology to pump and handle this as a product. There is little waste product today. The pipeline is the safest form of transportation today; there is a one thousand to one odd for the products' safe arrival. It is also the cheapest way to move fuel. Three transfer lines handle the flow.

At the tank farm there are nineteen tanks, which make a total of twenty-three, including the four at the pier. This provides three million barrels of storage. These tanks are turning over the oil in them all the time. The longest period that oil stays here now is three days. The oil leaves the original port on tankers with a degree average of 110. In the five-day trans-Atlantic trip it only cools down to about 70 degrees because of the bulk. It moves with such speed through the Portland Pipeline system to Canada that it is still about fifty-five to sixty degrees.

The process of extracting oil from the ground initially was by accident. Some of the holes are dug down to as much as three miles trying to locate oil. They drill with fluids that float everything up to the top and they have to balance that column of liquid such that the pressure of the earth doesn't just squirt it up, so they add chemicals and solids to make a mud that exactly balances the overburden of the earth. Sometimes they run into a geopressure that has gas and they get a "kick" where it starts to blow out of the earth, and they have to add chemicals real fast or they lose everything.

The oil companies have seismo crews all over the world charting, mapping, and studying rock structure for oil possibilities. One out of fourteen wells drilled will be a commercially producing well. And for each well that is drilled it averages \$300,000. That is why depletion allowances are so important in the oil industry. Dowsers are used occasionally.

The new office building of Portland Pipeline is located on Hill Street. On a tour around the tank farm, the various buildings and equipment were identified.

A transfer manifold with valves controls half the tank farm tanks. An extensive corrosion control program is going on in the bottom of the tanks and maintenance programs. A bad lightening storm could conceivably cause a lot of damage here. Water samples are taken for the Department of Environmental Protection, to determine that no oil is coming from the property. Sometimes the crude oil can be smelled in the area, but it is usually moved so fast that this is rare. Being in a residential area, they are very aware of any complaints that the neighbors may have and pay close attention to the upkeep of their grounds.

There are dikes located around the farm in case of oil spill; they are one hundred ten percent the volume of the tanks, so that they know if one of the tanks leak there is plenty of volume to contain it and prevent it from running into the street. The dikes vary in size in accordance with the size of the tank being protected.

The pumping station sounded quite noisy to us, but we were assured that it measured at ninety decibels, which is about the maximum the government will allow. There are deep well booster pumps that go down thirty feet and take the oil from the tanks and feed the mainline pipes.

The maintenance shop and warehouse area were next. The pipes have to be maintained and cleaned all the time. Different types of oil coming in need clean lines to pass through to prevent contamination. Scrapers go through the lines to clean the wax out and to separate the batches. The scrapers go clear through the line to Canada. Customs papers have to be made out so that the scrapers can be returned to South Portland.

A vacuum truck holds sixty barrels of oil and is used to pick up oil on either water or land. They have not had to use it for emergencies as yet, for now it is used to clean out the bottom of tanks when oil is left in the corners or does not drain out completely.

There is a dispatching building, which houses a computer, IBM S-7, system, that surveys and scans the tanks, makes changes and calculates volumes, etc. A lot of administrative functions, payroll, and accounting take place in this building in addition to dispatching.

Three pipes go from this station to Montreal to supply six refineries with oil. This dispatching station is a control center which takes care of all the supervisory control in the South Portland inventory tank situation. The dispatcher is in charge of keeping the main line and the tankers operating well, according to schedule. The supervisory control panel enables him to operate the eight pump stations on the twenty-four inch pump line and the four stations on the twelve and eighteen inch lines. The dispatching station is manned by three, eight-hour shifts, three hundred sixty-five days of the year.

There is a gauge room where a status board shows incoming and outgoing flow of oil to each and every tank on the farm. The computer has direct access to this room. In case of power failure, there are hand gauges, floats and steel tape which can be read. These are located at both the top and the bottom, at ground level, of the tanks.

Samples are kept of all the oil shipped through these lines. Sample readings are verified in Montreal. Readings tell the amount of H_2S in the crude oils. The parts per million of H_2S , because anything over fifty is dangerous, are fatal if over three hundred.

The oil really never changes hands. It belongs to the shipper-owner, and the pipeline is just providing a transportation service. The amount of oil transported is bonded, and Canada verifies that the proper amount is received.

Mr. Carl Emerson, President of Portland Pipeline, spoke to the group in the general office building. Mr. Wallace McGrew, Vice-President and Manager of Operations, also spoke.

The original pipeline, built in 1941, was a safety measure. The Germans were sinking tankers off the coast line and in the Maritime Provinces. Most of the oil processed in Montreal was brought up from Venezuela and Columbia. The piping saved about two thousand miles round trip, in addition to allowing oil to be brought into Montreal year round, whereas previously frozen rivers during the winter months prevented ship deliveries at that time. The Pipeline is still on the key Industrial Defense List of the United States Army, because oil is considered essential to the well-being of the Country.

The pipeline starts at sea-level in Portland. The elevation rises, in New Hampshire and Vermont, to one thousand nine hundred sixty feet, and descends to one hundred feet above sea-level in Montreal. It is two hundred thirty-seven miles long. It goes through twenty-seven towns and cities in the United States and several in Canada. The Portland Pipeline owns all the pipe footage in the United States. It is a wholly owned subsidiary of the Montreal Pipeline, with a common management and board. In turn, the Montreal Pipeline is owned by six Canadian oil companies. Eight shippers use the facility. Approximately four hundred sixty vessels come into the Portland Pipeline per year. A close check of the arrivals and departures is necessary in keeping the traffic flowing smoothly. A radar-equipped boat scans the coastline for incoming vessels.

A slide presentation showed pictures of various operations of the Pipeline, which Mr. Emerson commented on.

There has not been a raise in rates charged in over twenty years. The operation is made viable by the increase in traffic.

There are pumping stations from here all along the line to Canada. Three of the Maine ones are situated in Raymond, Casco, and New Gloucester. The company is wary of environmental issues, and the noise from these stations is kept to a minimum. There are pumping stations on the Canadian side of the border too.

There are one hundred fifty employees of the Portland Pipeline. Jobs vary from entry level pipe-liner classification to engineering. There is a low turnover of employees. Fifty percent have twenty-plus years of service; six to eight percent have ten years. About three entry level jobs have been offered and filled in the last three to four years. Twelve to fifteen technical employees are hired for the summer. There is a minimum age of eighteen. A year or two of vocational training is beneficial.

Mr. Emerson said that there is a high correlation between citizenship in school and work. For this reason, he asks for recommendations from teachers when someone applies for a job. He commented that the schools are doing a fine job. The company encourages more education. Oral communication skills need emphasis.

Courses which seem irrelevant are really important. They help students understand why their schooling is important in business. Today's youth want answers to "why", even business has had to look inward.

Date: October 24, 1974

Tour #4: American Hoist and Derrick

The visit to American Hoist and Derrick was an eye-opener to most of the participants. It is the only forge operation this side of Connecticut.

We met in the conference room and, with a tour leader, went through the plant in groups of four to five. We observed their work-plan charts, which list the materials to be produced, the quantity and projected date of completion. They schedule the operation by machine (they are all numbered) and by the number of hours required to produce a certain quantity.

A maintenance department is located next to the scheduling office. Most of the men hired are experienced machinists; there is very little on-the-job training.

A shop in an adjacent building does galvanizing. Huge vats of molten zinc are constantly heated and baskets of tools are dipped in them, and this zinc alloys to the steel. The coated pieces are put in a container which spins them rapidly to spin off excess zinc. Two ten-hour shifts work here. The heating vats are heated electrically. This is an invention of this shop, as are many of their pieces of equipment, and the only electrically heated one in the country. It is not patented to the company because they experimented with it for two years before applying, and the time limit is one year of use prior to applying. Other companies use gas heating units. In reply to a question about doing small contract jobs, the answer was "no". The contracts are too uncertain and it is too expensive to do just small jobs. It takes three men to run each kettle. It is an on-the-job training job. There is a sixty-day probationary period, and workers are paid on an hourly rate. The sulphuric acid vats give off fumes that many people cannot work around, but it was noted that the men who have worked here for about three years or more had a very noticeable lack of colds.

The noise inside the main forge shop precluded taping. The men who work here have to wear ear plugs. Occupational Safety Health Clean Air Act states that anyone in this area for a period of fifteen minutes or more must have protection for their ears.

The work here is piecework and men get paid in accordance with their output. Once a person bids to work on a particular machine he works just on that particular machine, until he can bid another job. The union prevents moving a man from one machine to another, although there is a floating relief man or two who can fill in on most machines. If such a man is not available and the regular worker is absent then the machine will lie idle for that day. Jobs in this area were all similar, but products varied in size and shape. The men in one section work alone, in another area they work in teams of two or three, however, their salaries are all the same, making the team effort very important.

The furnaces that the heated ingots come out of are two thousand two hundred degrees. The hammers that come down to press the tools are controlled by a foot pedal by the operator.

Also in this area is a paint room where products such as crane hooks are painted in huge vats. Like the alloyed products, they are spun free of excess paint. There are three primary colors used on various size hooks; red, blue, or yellow. These colors are for identification purposes when the equipment is used out in the field. A foreman can tell at a glance what size hook is on a particular piece of equipment, and if it is capable of doing the designated job.

The fourth floor included a die shop, where they make all the dies used in the lower shops. The dies (or molds) have to be replaced frequently because of the weight and force of the hammers that press the hot steel into shapes on the molds. This is an apprenticeship training area and works through the State Apprenticeship Program.

We toured across the street at the company warehouse. There are plans to expand this building another one hundred feet. Materials are counted and packed here; some small items such as nuts and bolts, which are manufactured elsewhere are assembled here and packaged. Again, this is a piecework operation. Eighty percent of the work is paid by piecework production; twenty percent, hourly rate.

All tour groups met in the cafeteria with representatives of different departments. Mr. Roger Holman, Vice-President, addressed us. He pointed out the difference between a forge shop and a foundry. A forge shop works with steel in various plastic stages to form different items. A foundry works with steel in the liquid stage. They work with the plastic stage here. To get the shapes they use hardened tool steel with the shape of the desired tool. By various forces the plastic steel is formed into the pre-cast shape. Other sections of the operation have machines that cut the shapes from the sheets of molds (there are from two to six forms on each sheet, depending on the size of the form). Other machines punch holes in the forms, when required, or sand them, or perform various other stages in the completion of the final product.

American Hoist and Derrick Company is over one hundred years old and has a division in Texas, where the larger products are made. There are three hundred fifty employees in the Portland plant.

They attempt to provide a lot of in-house instruction with their employees to make them familiar with the total operation and why the various steps are done the way they are. They have programs in conjunction with Southern Maine Vocational-Technical Institute to improve the workers' skills. Southern Maine Vocational-Technical Institute comes into the plant, studies the operations, and pinpoints the areas where education would improve performance. American Hoist

believes in letting the academic work be handled by experts, and concentrate on manufacturing as their prime business.

When asked about employee turnover, Mr. Holman said that he felt it was rather low. He found that if an employee worked for the company for five years, chances of him making it a long time career were high. There are good opportunities to advance within the company, and all administrative personnel have come up through the ranks.

Occupational Safety Health Clean Air Act has had an impact in many areas; hard-hats, safety glasses, ear protection, clothing, etc. There has been a bit of flack from the older employees, but everyone complies to the rules. Management has to sell them on the idea that it is for their own safety benefit.

Workers who come to the company with a special skill must be retrained to work on the machines being used. They prefer to have workers with drive and initiative, workers who want to better themselves. "Attitude" is seen as a broad key work word. The two areas of motivation that a company can provide is money and pride in work. This shop has been unionized for many years. Union membership is compulsory. Three dollars per hour is the minimum starting wage for an entry level job in this plant. Because of the long hours (fifty-hour work weeks), the majority of the men make salaries of ten thousand dollars plus per year. The more skilled a person becomes in his job, the higher his earnings. There is tuition reimbursement for related education taken after work hours.

About seventy percent of the office force is female. The offices are located upstairs in the main building and are rather cramped for space. We were told that they could use more office help, but because of lack of space and equipment, they are unable to hire them at the present time. Plans are in the offing for a new building to house the offices.

This company has international interests. There is a warehouse in Fort Wayne, Indiana; New Jersey has a warehouse for exports; there is a European warehouse just outside of Brussels; Toronto, Canada has a forge shop and warehouse.

There is no available list of jobs in the Portland plant as such, but some of the jobs identified were: cold drop, hammer, or screw press operator; upsetter; welder; swager; drill operator; tapper; winder; tool and die maker; machinist; paint shop worker; die scribe; maintenance men; galvanizer; stock room workers; carpenters; inspectors; bookkeepers; accountants.

Efforts to work with high school work experience programs did not succeed. It was found that students do not have the maturity necessary for the hard work involved and the productivity standards that must be maintained. The normal minimum age was waived to accommodate the students.

They have never had to advertise a job opening. There have been family members applying for new openings, up to three generations. Word-of-mouth has pretty much done the job, plus the fact that many applicants walk in off the street looking for possible openings. Applications are rarely kept on file for more than six months.

When a person applies, Personnel shows them the job available, explains the work and tries to determine if the applicant would have a real interest in it. Supervisors in the departments with openings have a chance to talk with prospective employees before they are hired. The union contract is explained before a person is hired.

Mr. Bean, Office Manager, spoke on opportunities in this area. He hires a few general clerks, but mainly accountants or accounting clerks. High school bookkeeping is very important here. The Burroughs Accounting Machine is used for the payroll function. They are going to the International Business Machine System III machines in the spring. They had this previously, but discontinued it in 1959 because it proved too expensive at the time. They have openings for as many as fifteen to twenty people per year in this department. He feels that this high turnover rate is because they overhire; they hire people with accounting degrees who feel that they are not moving ahead fast enough in this company and get discouraged. There are five accountants, the rest of the help is general or accounting clerks. All their calculators are electric. These business machines are the only ones which require an entry skill; other machines, such as dittos, Xerox, etc., can be easily taught on the job. Good reasoning power, neat and accurate work abilities are seen as most important attributes. Basic typing skills are required of all.

A perpetual record of inventory is kept on cards, recorded by hand. One girl handles inter-company billing, which requires only half an hour a day. This is the only billing that originates from this office.

Current starting pay is ninety-five dollars per week; forty-hour week. Pay is increased by five dollars every three months, bringing pay to one hundred fifteen dollars by the end of the year. From that point, raises depend on merit. Because of staff shortage, there are a lot of over-time hours put in by office personnel, bringing the pay to considerably past base.

Date: November 5, 1974

Tour #5: Imperial Homes, Pleasant Hill Road, Scarborough

For this tour, the group met with Mr. Maguire, the president of the company. He spoke quite candidly about the declining housing market and the opportunities in it. He addressed his remarks to the questions Mr. Freise had given him when arranging this tour.

Imperial Homes have reduced their forces since the start of 1973 from one hundred sixty plus down to thirty-five people. The lack of government backing in the direction of housing has made it difficult for the industry.

Initially, Imperial was in pre-fab, conventional, and modular homes (the two-piece units which are assembled on the preset foundation). They have totally eliminated the modular industry, for lack of funds for housing. They had to keep a production line of workers with enough units to keep them busy. As the housing industry dropped off, and production went from eight units produced per week down to three houses per week, the workers included rug installers, sheet rock people, electricians, plumbers, insulators, carpenters (both rough and finish), were released. When a production line cannot keep them busy, the company cannot afford them. In 1971-72, the company was spending over nine hundred thousand dollars in direct labor, as compared to today's figures of three hundred to three hundred fifty thousand dollars. Total volume has gone from four million dollars to two and one-half million dollars. To compensate for the shifting market, Imperial has started manufacturing suana baths, portable units for the home. This is to diversify both the employees and the plant.

The difference between producing a pre-fab or a conventional home and a modular is that all the trades come from sub-contractors in the building of a "stick built house in the field". With modular homes, all the trades are represented and are on the company payroll. In sub-contracting, the pressure to do the job and meet deadlines and payrolls is on the individual companies who take the contracts. A company such as Imperial would merely erect the shell.

The industry is in hopes that the business will revive shortly. The government says that they have just allocated eleven billion for housing construction. The only problem for the small home builder is that, of this money, eight billion dollars has been earmarked for high-rise, low-income, and elderly housing which goes to a small majority of major contractors. Another portion of the moneys, when made available, went to help low-income people fix up and remodel their homes which brings the money to the one and two-man carpenter shops. Spread nationally, the rest of the money does not mean that much to home producers such as Imperial. Maybe by late spring, or early summer, after the money has filtered down through the bureaucracy and red-tape, money will be freed for the benefit of local builders.

Job openings are made by increase in demand and production. They are putting out about sixty-four houses this year in comparison to over two hundred fifty in a normal year. This effects job opportunities in all areas of the company, from office staff to assembler. When they have job openings they contact various State agencies which deal with the underprivileged, including EXIT applicants (EXIT is a State program which deals with ex-offenders and tries to help them get a fresh start in life.) JOBS and Concentrated Employment Program (CEP) are two other programs they work with. They do work with school work-experience programs, but mainly with Scarborough High, since they are located in this town. He explained the EXIT program at some length. This is set up so that when a person comes up for early parole, a job is lined up, a parole officer assigned, housing found, and transportation provided to and from work. Every advantage is given to the parolee, no one in the plant, outside of the president, is aware of his record; the Program administrators keep close tabs on him in a constructive way; on the job he is treated the same as anyone else. This overseeing is not done for the participants of other programs. They have run into a few problems with workers placed under the EXIT program, but these are handled by the parole officer. With the other programs, transportation is a problem. Some of the programs subsidize the employer. This is not seen as the major factor in hiring.

It is hard to work up to a position of any importance in the company. A line-man can pretty well plan on being a line-man as long as he works here. There is one shop supervisor, and his next step up is management. Most of management is stolen from other companies. This is a commonly accepted practice; called "head-hunting." They literally buy their top talent.

Management finds that the main problem with most young people today is that they apply for a job with a chip on their shoulder. They look for employers to "discriminate" against long hair, when in reality it is a safety hazard if someone is working around machinery. Some actually come to find refusal, so they can cry "discrimination" down to city hall. Females have come to apply with the same attitude. They realize that the day is soon coming when women will be working in the shop; they are not really looking forward to it, because of reports from other shops about high female (group) absenteeism. Cleanliness is another point of contention. They have actually had to educate employees on hygiene.

In schools, emphasis on math and English skills are necessary in practically every job today.

Business is looking for young administrative talent today.

As to advice on getting into this particular type of business, Mr. Maguire cited his own background. He started at fourteen, and worked for a small carpenter shop. He believes that the most valuable education one can get on the technical level is experience, in all phases of the chosen business. Get into a small shop and learn all that is possible. Get as much math as you can and business and other related courses under your belt at as early an age as possible. Kids want to be treated like adults, but they do not want to act like one all the time. They have to be trained to make adult decisions and made to make them on their own.

If a young person goes into a company with technical skills and no business knowhow, he will find it extremely hard to go far in the company. In order to be a production manager one must keep accurate books, design and keep up with production charts and perform various other related jobs. He felt that strictly trade schools are short changing kids with technical talent and average or above intelligence by not giving them the related courses.

A movie was shown depicting the set-up of Imperial Homes and its sales office in the Maine Mall. We saw only a portion of the film, as the projector jammed up, but it gave us a view of the office set up of the company.

There is a receptionist, custom engineering department, estimating department, design and drafting department, and bookkeeping. Adjacent to corporate headquarters is their manufacturing plant, cabinetry, fixtures, and building supply building. Prospective buyers meet with a planner and choose either a standard model, a modification of a standard, or a completely unique plan to suit them. A set price is quoted and financial arrangements by the buyer through his or her bank.

The company benefits included a profit sharing plan at one time, but they found that the employees prefer to pocket any moneys now, rather than wait for any future profit. They are now looking into a profit sharing plan that is in force and successful in Massachusetts (Fall River Tech-Built Co.). They have an incentive program where a certain percent of profit is set aside and shared with the workers every two months. This is paid by separate check, so that the employee has a check in addition to his pay check which the majority use as their personal "mad" money. The amounts may be as small as one dollar ninety-five cents, but the workers prefer this to any long-range profit sharing. This plan encourages them to work harder and to be more conscientious in producing a good product, with a minimum of rejects. A company in Texas includes a loss as well as profit share. The losses are judged not on lack of business, but on products that are misproduced, which require redoing due to sloppy work, or stolen materials. The men keep a check on each other under this plan and production is up.

Another problem that they have encountered with young people, is that they will come in and work long enough so that they can collect unemployment for their winter's skiing. This is considered a part of the problem of lack of pride in work.

Other company benefits are: one week paid vacation after one year; seven paid holidays after six months; two sick days a year (this is new this year.) Insurance coverage is fifty percent company paid, fifty percent employee paid, for health/accident.

They have not hired a lot of kids right out of school for their house building phase of operations. They demand maturity and prefer skills for this segment. They do anticipate hiring young people in the sauna production. They have found that the work experience kids have worked out pretty well while they are still attending school. However, they have observed that the prestige of working with men and being one of them has little effect after a kid has been out of school for

a couple of years and feels that he is quite a man in his own right and getting a little too big for being young man on the bottom of the totem pole and want to do as they well please. So with the change in attitude, there is a change in the work habits. They always seem to show up late on Monday, and are anxious to leave early on Friday, to get where ever it was that made them so tired last Monday, or a new place. Tardiness is a great problem with the young. Repeated tardiness or absence is reason for dismissal, regardless of how good a person is on the production line. They have observed that you can judge a person's work neatness by the neatness of his personal appearance. When a worker begins to get sloppy looking, his work always starts to go downhill.

Mr. Maguire came to Imperial Homes five years ago from Massachusetts to be shop supervisor. His job included building and operating their first pre-fab plant, because this was where his expertise lay.

He took us on a tour of the building, which included an estimating office, drafting and planning offices and the office for Scandja, the subsidiary that markets the sauna which is produced here. We saw finished portable saunas, both single units and a two-seater. These are made of mahogany and have electrical units which produce a thermostat set dry heat off of household outlets. They cost about three cents per hour to operate (about the same as an iron.) This business is seen as their savior until the housing market is on the rise again. Other companies have not been so fortunate. Some seventy plus home builders in the State of Maine have been forced out of business in the past year because of the economy.

Over in the shop, we observed the progressive steps that are taken in assembling a pre-fab home. "Framing" is making the wall, putting the walls up, putting the studding up, and the siding on. All the small parts are cut in one area and stacked, marked, for the window and door openings, or the headers for the floor areas around chimneys and such. As the house goes on the line, the fellow who lays the house out on the shoes and plates, marks off the studding, etc., will tell the person in charge of the small parts section that he has windows and doors of such and such sizes and these will be made up to order for that particular unit, and installed on the line.

All the nailing is done with an electric, air-powered gun. The nails come lined up on pieces of tape and are inserted in the gun much as loading a machine gun. Housing laws require all nails to be a minimum of eight inches apart. The guns fire so rapidly that the nails are frequently placed as close as three to four inches apart. Smaller guns drive nails for the sheetrock, and other materials that call for smaller nails.

The framing is layed out on a machine specifically designed and built by them to serve their type of production. It opens and closes from ten feet down to four feet to accomodate wall units of varying heights. It is operated hydraulically. There are spring-pins along the sides of the framing machine that are spaced at sixteen inches so that the studding is automatically lined up at the proper intervals. As a certain phase of production is completed the unit is pushed along the line on rollers to the workers who do the next phase, and another unit is begun. Along the line, we observed the advanced stages of production, from window installation, sheathed, and clapboarded. The framing

machine keeps the walls squared until completion. Getting materials to complete units is getting tougher all the time. A complete gabled end of a unit was at the far end of the building. They inventory, about one hundred seventy thousand (\$170,000) dollars worth of building materials, there all the time for house construction. A semi-trailer truck will haul the completed unit. It comes equipped with a telescoping crane which opens up and hoists the walls out once on the job site. A blueprint accompanies each unit, so that the lay-out man can outline for the job foreman the unloading order of the unit pieces, which are all clearly numbered. The assembled house is ready for sub-trades to come in and complete the job in about four days. From the time of foundation on, the quoted completion time is quoted to be eight weeks. Once at the site, a number of factors can hold up production: rain, sub-contractor problems, illness, etc. The above time was the average for a twenty-two foot by forty foot ranch type.

The group went into the sauna assembly area. There are now two production lines going here. They have plans to put in two more. They predict two million dollars volume this first year of operation. This is a "sturation" product. The company's sales will expand to about ten million volume. The peak years will be the fifth and sixth years. Ten years is about the expected life of the business. They will seek out other products to replace this for production when the time comes. This particular type of sauna is a Canadian invention and the rights have been bought by Scandja.

This completed the highly satisfying, informative tour. Everyone went home dreaming of taking a sauna in their new Imperial Home.

Date: November 7, 1974

Tour #6: United States Post Office and Federal Building

We met in the lobby of the main Post Office on Forest Avenue, Portland and divided into two groups of approximately twelve.

At the far end of the building, Mr. Cummings, our tour guide, unlocked a door leading into the secured areas of the building. There is a long corridor flanked by offices. The first office entered contained the computers which feed payroll information to the main computer in Wilkes Barre, Pennsylvania. The supervisor explained the machines and procedures. Small plastic cards are kept for all employees and are placed in a "transacter" computer. The cards contain the name of employee, Social Security number, days off, and pay rate. It takes five to ten seconds for the information to reach Wilkes Barre. A computer in the next room gives back information relating to work efficiency in all phases of the operation. There are eight hundred five employees working under the Portland Office. Ten people work in this area, and it requires prior training. Accounting is good for background. It seems that the majority of the employees have transferred from other sections of the Post Office. Because of the type of machines, a lot of their training has to be on-the-job. The turnover rate is small. Sixty-one were hired for summer-time help. Because of expansion, new openings are foreseen soon. Part-time help is taken from a registry of those who have passed the civil service exam. This is thrown out from time to time, and one must re-apply to be included on the new registry.

The next door we went through led to the section which handles the sorting of the mail. All areas are surrounded by observation one-way windows; small openings above the floors. Different methods of observing are employed, inspectors, cameras, and electronic devices.

The "primary" section is the area where any mail coming to Portland gets its primary breakdown. From there it goes to secondary cases and on to the carriers' section. The areas are broken down by Zip Code, which will have more effect in the processing of the mail as the Post Office gets more automated.

We observed mail being sorted into the rented mail slots, which are seen as opaque windows in the main lobby.

A lot of revenue is lost each year by people putting too little postage on letters and packages. A new law reads that such mail will be sent back to the original party.

Bags of mail coming to this department are dumped by a conveyor belt, where sorters feel for letters to be hand cancelled; keys and other foreign objects which are found in mailboxes. The rest of the mail is fed through a roller and

shot through a Mark II Pacer Cancellor machine. Unstamped letters are rejected by an electronic eye. This primary sorting machine eliminates letters bigger than letter size and any damaged letters, so that when they move on to the next machine, they will move through it rapidly and present no danger of fouling it up. The second machine in the sorting process requires twelve operators. Nine operators sit at machines, similar to typewriters or keypunch, which code the letters at a rate of fifty-five to sixty per minute and send them into a large unit which separates them by code to the various areas of destination. The three workers on the opposite side of the machine remove the marked bundles of mail and put them in the proper bags for point-of-delivery handling. This machine breaks down the State of Maine and the rest of the country into two hundred seventy-seven separations. It can be programmed to sort primary mail (mail originating in Portland for delivery to all points), or just for the State of Maine mail.

Non-machineable mail must be handled by hand. This is mail that is too large, bulky, torn, etc. to go through the automatic machines.

Air-lift mail is first class mail, which because of its quantity, is flown to out-of-state destinations. This is carried by air taxi, which goes to Manchester, New Hampshire, Burlington, Vermont, Albany, New York, and terminates in Newark, New Jersey. In addition to dropping off the mail originating at Portland, the taxi picks up mail from the various points returning to Portland. Other air taxi connections are made, so that the mail is literally air mail to almost any point in the United States.

One area handles only newspapers and magazines.

There are circular tables where men are sorting various pieces of second class mail that do not come under bulk handling. The group was astounded by the speed and accuracy with which the men tossed the mail into about thirty different bags, held on racks on the outer ring of the table.

We took an elevator to the lower level and observed the loading area where trucks come in and unload their mail pickups. Mail is put in marked bags and put in carts on a conveyor belt that carries it to the level above the work area. An operator by the conveyor belt notes the point of destination mark on the bags and presses a release button which dumps the bag onto a shoot that goes to the proper area. The lower level is the Parcel Post or PP sorting area. This is the only type of mail handled down there. It was asked if United Parcel Service or other private mail handlers have hurt the United States Post Office in handling Parcel Post. The Post Office can handle almost any size package, whereas the private carriers have a limit. Certain areas, such as the islands on Casco Bay, cannot be handled by private carriers. The competition has definitely been felt.

Different job levels and titles are present throughout the operation. Clerks are a level five, as are regular carriers on the street. A substitute carrier, who fills in for five other carriers on their days off, must know all five routes and

carries a level six rate. Carriers have every Sunday off and have a rotating second day per week off, starting on Monday and going progressively to Friday.

The Post Office is now a private business known as the United States Postal Service.

We made a quick tour of the addition to the Post Office main building. This building houses offices for: weather bureau, Internal Revenue, Social Security, military offices for all branches, office space rented by Kyros and other politicians, District Manager of United States Postal Service, Agriculture Stabilization and Conservation Service, and Soil Conservation. The corridor brought us around to the starting point and we took an elevator back to the main building, where we talked with the Postmaster for the Portland area, and other department representatives. We met in the new educational facilities, the Post Employees Developmental Center.

Mr. Pat Flaherty is in charge of the educational facility. This is newly funded and the most massive training program undertaken by any large business. The set up cost was six million dollars two years ago, and the investment at this point is about eleven to twelve million dollars. It will serve 700,000 people. The purpose of the program is to take all job related training that had previously been scattered throughout the building and concentrate it in one set up, using as much as possible audio-visual aids. Reading comprehension and vocabulary building materials, and mathematics (basics through algebra) are the main lessons. Their aim is to prepare employees to up-grade themselves and go on to more technical training after having mastered the basics. The machines are lightweight and portable. They can be mailed to employees in any part of the State, which saves the Post Office the expense of having the employees come to Portland for training. Studies show that postal agencies that increase their training dollars invariably increase their productivity, and with the drop of training dollars, productivity drops. More technical training is required with the advent of new technology in the system, and more sophisticated machinery. A technical lab adjoins the main classroom, where all specialized training takes place.

The new Postmaster, who is also Sectional Center Manager, with one hundred thirty-two post offices under his jurisdiction, is Mr. Alfred D. Cashman. He has been in his present position for three weeks, although with the postal service for thirty-two years. He spoke of the many changes in the postal service in the last few years; the effect competition has had on it, and the realization that the customer is necessary for the business and new efforts to provide satisfactory service for the customer. Personnel are trained for efficiency and new performance standards are maintained. He welcomed us to visit anytime. He explained the process for picking a Postmaster. The District Office provides the names of three candidates. These would normally be people in the postal service. The Regional Office (in New York City for Maine) adds two more names.

The five names are carefully screened. To qualify, one must have a minimum of six years of managerial experience, which can be related to the Postmaster position. The National Board, in Washington, selects the top candidate from personal interviews with the five candidates. If one of the five is not selected, then alternate candidates (three) are nominated from the Regional Office. Mr. Cashman was one of three alternate candidates for the position he holds. The Postmaster General confirmed the appointment.

The Manager of Retail Sales, Mr. John Kelley, spoke about the Federal Civil Service Entrance Exam. This is conducted by a postal service examiner. In addition to the score earned by taking the test, a veteran will get an additional five points, and a wounded veteran will have ten extra points. This gives the veteran job preference only over equally scoring non-veterans. This is in line with federal regulations. The postal service hires women and handicapped and they are given equal opportunities for advancement.

The starting pay for mail handlers is four dollars thirty-five cents (\$4.35) per hour. They are referred to as part-time flexible employees. A clerk starts at four dollars seventy-seven cents (\$4.77) per hour. A twenty-six cents (\$.26) COLA (cost of living allowance) is added to each of these. This stands until the end of June, 1975, when a new contract is negotiated. A regular yearly step increase is given to each employee until they reach the maximum for the step or job level they are in, or move on to a higher one. For instance, a mail carrier, after twelve years of service, would earn twelve thousand one hundred seventy-three (\$12,173) dollars per year. A mail handler would get eleven thousand four hundred fifty-four (\$11,454) dollars after twelve years. A merit increase is recommended by supervisors and paid in two hundred fifty (\$250) dollars cash, or a quality step increase which would give the employee a two step increase in one year, or even more. A PES is a Postal Executive Schedule, which carries a minimum, midpoint and maximum salary. Eleven thousand eight hundred thirty-four (\$11,834) dollars is minimum, midpoint is thirteen thousand six hundred sixty-six (\$13,666) dollars, and fifteen thousand five hundred thirty-two (\$15,532) dollars is maximum. These are level twenty-six and twenty-seven salaries. Since salaries have been upgraded, many college graduates come in on the entry level jobs, and ascribe to managerial positions. The Director of Customer Services is only twenty-seven years old and started as a manager intern in Washington. From there, he managed a small post office and worked in other phases of postal service. It only took him four years to reach his present position. The exam is now supervised out of the Augusta office.

Mr. Fred Russo showed us the commercial side of the postal service, which caters to stamp collectors. There is a Stamps and Stories book which is the history of United States stamps. There is a booklet containing all the stamps produced this year. There is going to be a lobby renovation of the main Post Office and a stamp display will be featured there. It was mentioned that students could be taught about stamp collecting for historical significance or it could be a tool for teaching the process of research.

The "jiffy bag" is another item sold by the Post Office; this is a self-sealing mailing pouch. By providing special services for the customers, such as stamp machines, collector's materials, self-service centers for postage, etc., the post office is placing itself in a more competitive line with new independent postal services.

There are four shifts operating on a twenty-four hour constant operation; these overlap so that there is no lag between shifts and a constant flow of mail through the office is maintained.

Date: November 14, 1974

Tour #7: S. D. Warren Paper Mill, Westbrook

For security reasons, we were not allowed to tape this tour or take pictures inside the plant. However, we were given brochures and printed materials explaining the operation.

Mr. Russ Day greeted us in the conference room, in the building at the main entrance. He told us that the hardwoods used in their papermaking operation are all purchased locally. Forty percent of the pine, or soft wood, is residue from sawmills or furniture manufacturers. Twenty percent comes from Canadian International in Quebec. With the purchase of a lot in Kimberley, in Northern Maine, all pulp will be from Maine within two years. Right now, tree growth is ten percent greater than what is being cut. Recycled paper will play a bigger part in the operation in the near future. It now accounts for twenty percent, and will increase by five percent over the next three years. Recycling causes terrific pollution because of the process and chemicals necessary to remove the inks and other additives.

S. D. Warren is a specialty mill, producing different papers for special orders. This is due in part to the size of the machinery, which, although it looked mammoth to us, is small in comparison to other mills in the State. There is no in-state competition, but a lot of out-of-state. There are over eleven thousand different kinds of paper produced in the United States; papermaking is the tenth largest industry in the Country. S. D. Warren figures it invests twenty-two thousand (\$22,000) dollars per employee in training its workers.

Mr. Bill Hale and Mr. Gene Hebert were two tour guides. They average three to four tours per week in this plant.

In the plant area, we observed a conveyor belt removing reclaimed waste material which has been dredged from the waste removal system. There are eleven miles of sewer pipes under the plant. The waste materials on the belt have most of the moisture removed from them, so that they resemble clay. No special use has been found for this material out side of land fill. The conveyor belt dumps the waste onto trucks. This whole process costs the mill one million dollars per year.

A large log chipping machine takes whole trees and reduces them to chips, which are then sent through processing machines. There are twelve to fifteen thousand cord stacks in the yard, which are constantly watered to prevent fire. There is no waste or process residue. Even the black liquors which result from cooking the wood chips are used for fuel in the plant. Two and one-half million dollars has been spent on pollution control, and it is now down to two percent. The odors which can be detected from time to time represent this two percent, but may seem stronger to those who smell them; that is due to the fact that the human nose is so sensitive.

There are one hundred fifty people employed in the Engineering and Technical Departments, located on the second floor. S. D. Warren feels that they have one of the top engineering teams in the Country.

The mill is self-sufficient when it comes to machine maintenance. They employ a full staff of trained mechanics and plumbers, and have an electrician who works independently of the maintenance department.

The area which houses the papermaking machines is over one hundred twenty degrees. The machines are like a series of huge rollers. There are four different types of fiber in the makeup of paper. The initial process involves water constantly running over the fibers, on a finely meshed screen, as they flow towards rollers which press the fibers flat so that they will bond together. From here, the fibers flow through the series of rollers until they emerge in various stages of paper, to the finished dry product. The end paper rolls will weigh about forty-five hundred pounds. The rolls of paper are sliced and trimmed. The excess is dropped into vats of acid for reprocessing. Being a specialty paper mill, S. D. Warren papers were observed to be of a heavy quality and coated, some on one side and some on both sides. Warren's invented the two-sided coating process.

Walking through the rest of the plant, we saw paper cut to various sizes, some in rolls, some stacked, cut in squares or large rectangles. In one area, women were lifting up sheets from a stack and separating ones with flaws from the perfect ones. They counted and restacked the good ones in reams, and the flawed ones went into a stack to be cut down to a smaller size which would eliminate the damaged area. The workers in this area make better pay than the office help, and that is understandable, since it is a tedious job and they must stand to perform it. They start at about two dollars sixty cents (\$2.60) per hour, and the women who have been there awhile make three dollars sixty cents (\$3.60) and more per hour.

The large rolls of paper are moved about by overhead cables and hooks. Some of these are operated from the floor by means of push-button controls, others have drivers in overhead cabs. Most of the jobs were seen to need teamwork. This was particularly true in the sections where men were paid by piecework, such as making or assembling carton parts, putting reams of paper in them, sealing the packages and moving them along to be automatically stacked on dollies. Motorized carts are used to move the materials from one area to another. We were impressed by the cleanliness of the plant, considering all the activity going on in it. We were informed that S. D. Warren is very conscious of cleanliness, and there were signs posted at various spots saying, "This is your home, keep it clean."

Date: November 19, 1974 and November 21, 1974

Workshop #2 and #3

Dr. Berry conducted the first in-school sessions that we have had since the Career Guidance Institute started. We completed our course registration forms. He then gave us an exercise in following instructions which all but a couple flunked, but it was considered a fun exercise by all. The point of the exercise was that we, as educators, always expect students to follow instructions, when, in truth, they might be confusing or unclear. We have to determine the educational needs of young people and make those educational needs relevant to the school situation and the life in which they find themselves.

As mentioned in the initial session, the objectives of the Career Guidance Institute were stated. They were to look at careers and society and ask how these careers relate to the classroom, and how can we make the classroom more relative to the career needs of the community, and make the students aware of the area careers. The Career Guidance Institute is created to present an interface between parents, students and educators. By going into the community we can look to see what is right and wrong with education in relation to needs.

The Career Guidance Institute is funded by National Alliance of Businessmen, backed by the City of South Portland, and conducted by the University of Maine at Portland-Gorham. Basically, today's educational programs are not meeting the needs of youth. There are multiple cases of absenteeism, assault on adults, drug problems, drop-outs, vandalism, etc. all directly attributable to the educational program not meeting the needs of youth. Youth must have basic skills acquired before the age of eighteen in order to function in society; such as reading and math, skills in some occupational area, decision making skills, general physical and mechanical skills, bureaucratic and organizational skills, emergency skills, and verbal communication skills. "Education is the process for preparing the individual for living within the society in which he finds himself." Career Education is aimed at making education relevant to life. The Career Guidance Institute is being used to orient teachers to local needs in the world of work.

Currently, two and one-half million students leave school annually without ample preparation for a career. Eight hundred fifty thousand drop out of elementary and secondary school, seven hundred fifty thousand take the general curriculum in high school and are prepared for absolutely nothing, eight hundred fifty thousand enter college, but fail to complete the baccalaureate degree, and of the one hundred percent who start out in the elementary school, fifty percent do not complete high school, and eight percent of those who start out in elementary school complete the baccalaureate degree. These are 1974 figures.

In 1971, fifty-six million dollars was put up by the United States Office of Education to incorporate Career Education into the curriculums of schools around

the country. There were four basic emphasis: Home based model; School based model; Employer based model; Residential based model. In South Portland we are operating on the School based model. Grades K-6 have a career awareness program; grades 7-9 have a career exploration emphasis; grades 10-12 are geared for career preparation; grades 13 and above have a career specialization emphasis.

The South Portland School Board agreed to institute a cooperative program with Southern Maine Vocational-Technical Institute as part of the career education program in South Portland for specialization training for thirteen plus. As an exemplary program, South Portland was directed to follow the above concepts of the school based model.

The thirty thousand occupations listed in the Dictionary of Occupational Titles come under fifteen clusters of occupations. The Career Guidance Institute visitations are geared to provide us with exposure to jobs in the various clusters. It is predicted that by 1985 the average person will hold twelve different occupations within his lifetime. Yet all those jobs will have a common denominator which will be in a cluster of related occupations.

There are varied philosophical bases of Career Education. One states that it is another name for Vocational Education; primarily occupational information; focuses on oneself, how he interacts as a worker with others; a total educational refocusing on the curriculum. South Portland's philosophical stand was placed somewhere between the focus on self and the refocusing of the curriculum. All careers are focused around four basic areas: ideas, people, things, and data. People are generally oriented to work better with one of the above components. In order to revise the curriculum and make it effective, a needs assessment must be conducted to determine exactly what the needs are. During our tours of businesses we are asking business just where it sees the need for change, or emphasis. Career Education is for the total development of students, it is an extension of the school out into the community, the community is utilized to a great degree, both outside of and in school situations. Tours are not divorced from the curriculum, they are complementary or supplementary to what is going on in the classroom. Career Education tries to direct information to all the senses, by visitations, audio-visual materials, demonstrations, etc. Educators have been accused of being ignorant or inexperienced in the "real" world of work. It is said that their whole life has been in academic settings, and when they talk to students about going out and getting a job, they do not know what there really is outside of the school building. This is not true in one hundred percent of the cases, but the majority of educators are unaware of the variety of businesses and jobs in the surrounding community. It is agreed that many teachers have an awareness of a variety of careers and have, in a sense, been teaching career education for a long time. The purpose of Career Education is to help them do a more effective job with a minimum of effort, and have a multitude of resources and resource people at their disposal. Career Education is not a program in itself, it is an integrated part of the existing school system.

Marland said that in addition to the four basic models for Career Education, a Governor's Conference will be held in each State to initiate a Career Education program in that State and one community will be identified within each State that will agree to restructure its curriculum in terms of Career Education. In Maine the community was identified as Lewiston, and they were funded for three years to revitalize their curriculum, which they did under the title of New Opportunities for Work (NOW). A three day conference on Career Education was held at Southern Maine Vocational-Technical Institute in October, 1972, to which selected educational and business leaders were invited. The elements of Career Education and how it can be implemented in the State of Maine were discussed. This conference resulted in the identification of individuals, in geographic locations in the State, to assume the responsibility of promoting the concept of Career Education. Dr. Berry, and the Superintendent of Schools in Portland were given the responsibility for Cumberland and York Counties. Since then, South Portland has received its grant as an exemplary project. This project works from the angle of having changes come from within, rather than bring in outside change agents.

The purpose of education is to prepare an individual to become a thinking, problem solving, well-adjusted member of society. We are concerned with Understanding, Skills and Attitudes (USA); the cognitive, psychomotor and the affective. The emphasis to this point has been on the cognitive (skills). Graduates have been found to be smart in these skills, but their affective abilities have been neglected and their attitudes leave much to be desired. They do not understand the reasoning of a day's work for a day's pay, they do not get along well with fellow employees, they do not know how to assume responsibility. The humane school is concerned with the affective level first, psychomotor second, and the cognitive third. An education specialist might say, "I'm going to teach math to Mary," and a professional educator would say, "I'm going to teach Mary about math." The emphasis goes from the subject (cognitive) to the person (affective). All three should be of concern in a school's curriculum.

A study in 1924 stated that it takes thirty-three years for a concept to be implemented into a school's curriculum. Behavioristic Psychology states that we should state all of our objectives in terms of behavior, behavior we can observe at the end of the road. For accountability, one must state behavioral objectives, in terms of what will the student be able to do at the end of a given course; what will he be able to do that indicates "USA" (understanding, skills, attitudes.) The "U" is usually observable, but the emphasis on "S" and "A" is negligible. In vocational education the term used is performance objectives, in education as a whole it is behavioral objectives. The teacher states that as a result of a course, the student will be able to ----- (a verb should always be used to indicate what he will be able to do so that a check can be made on the completion of the activity.). At the college level, teachers are required to distribute a course outline, with stated objectives, to the students at the beginning of the semester. The final examination and evaluation is determined by the objectives. "USA" must be evident in the objectives.

Date: November 26, 1974

Tour #8: Hannaford Brothers

The tour of Hannaford's was conducted by Dave Dillman and Susan Sullivan. The group was divided into two, which headed out in different directions but ended up in the Conference Room for a slide presentation.

We first visited the office section. The Personnel Department handles the hiring, wage and salary administration, and benefits. The Administrative Services contains a Consumer Affairs advisor, auditors, protective services, and the Welby Super Drug Stores management. Employee benefits is next to the Training and Development Office (which is Mr. Dillman's responsibility.) Protective Services handles insurance and loss prevention for the stores. This has expanded since our tour last year, and includes a new Xerox and duplicating and collating machinery. The silk screening room is adjacent to the mailroom. This is an interesting process to observe. Most of the large posters in participating markets are made in this room. The stores are billed for all extra services provided by Hannaford's. 3

We went up the stairway to the upper executive offices. On the landing, there is an aerial photo of the plant, which is a 12,000 square foot complex. There is also a bulletin containing the trade names of the various stores which use Hannaford's services. Some of these stores are controlled under equity with Hannaford's owning forty-nine percent of the stock and the owners fifty-one percent. With some, the ownership is one hundred percent Hannaford's. Others are owned independently, but contract to buy from Hannaford's. The stores include: Martin's, Cottles' (in Waterville area), Sampson's throughout the State, Federal Markets, and others in Maine, New Hampshire and Vermont.

The Executive offices include Mr. Whittier's, Chairman of the Board, Jim Moody, the President, and others. The executive secretaries are located in a central area. The corporate accounting section, retailing accounting, and a computer are on this level. The net profit for grocery stores is figured at fifty-seven cents on the dollar (1973 study results). The reason for this is that many items are sold at or below cost. Others have a very small margin of profit, such as cigarettes and coffee. These amount to providing a service to customers and are not handled for profit. Sugar is a losing item at the present time. The signs observed in markets, such as Martin's, urging people not to buy sugar are two-fold. The stores are losing money on the item, and at the same time feel that the price is unreasonable and forcing the cost of sugar based items to skyrocket. They want the customers to protest the constant jumps in price, and force it down to a reasonable level. Seventy-six percent of the items purchased in the supermarket are not a part of the shopping list. Items are displayed to encourage impulse buying. These are the profit items. Convenience and delicatessen foods are popular because of the increase in the number of working women. A twenty-five percent return on TV dinners offsets the low profit margin on cigarettes, etc. It cost a dollar per foot per week to operate a stand-up freezer to contain convenience foods, in addition to other costs in their prep-

aration and handling. Therefore, these items are relatively expensive. The average time spent in a store is about twenty-two minutes, and the average expenditure is eight dollars fifty cents (\$8.50). The walls of the Conference Room contain market advertisements from Hannaford's stores and from competitors. Specials are anticipated and mapped out two to three weeks in advance, subject to sudden changes when it is discovered that a competitor has a super special on a particular item.

Going in the direction of the warehouse, we observed the merchandising area, with a grocery buyers' section, a customers' relations area and computer set-up. There is not room for the computer programmers in this office, so space is rented in Scarborough for them. The general merchandise department is at the rear of this area.

John Newcomb led our group through the warehouse. We were cautioned to walk carefully because of the machinery being operated in this area. It all moves around rather rapidly in loading and unloading materials.

The machine shop employs two men on each eight-hour shift. The plant operates six days per week, closing down on Saturdays.

We went to the refrigerated section, which has three areas of various coldness and humidity. Items requiring varied conditions are kept in the appropriate regions. Nothing is kept directly on the floor. The lowest levels are on top of wooden flats. There is a freezer section beyond these three. This is kept at ten below zero. Between the producer and the stores, produce is handled about four times.

A loading dock is along the edge of the main warehouse. It was noted that there were not as many truck slots available as last year. Because of lack of space, they are now using previous loading space for other uses. Damaged goods are kept in a cage, where a contractor gets them. Broken packages of sugar or dog food cannot be resold, because of possibility of bugs. One man works on repairing pallets, which the stock rests on and is moved about on. A sanitary department keeps the area clean and controls pests such as mice, which are the biggest problem.

High cost, small items are kept under lock, and only certain personnel work in that area. Cigarettes are kept there and are stamped for sale before being shipped off to customers. Seasonings and spices are also kept there, as are candies and gum.

The dry goods are stacked on high, numbered racks. Orders are filled from computer printouts and motorized carts and lifts move quickly to fill the orders. The stock is dated and rotated to make sure that the oldest stock is moved first. Boxcars of goods come into the further end of the warehouse to be unloaded. There is approximately a three week supply of goods maintained for all Hannaford's customers.

Susan Sullivan, Personnel Manager, spoke to the entire group in the Conference Room. Susan is an example of the young managerial and executive staff. Her career started with Hannaford's just a few years ago as a member of the secretarial staff.

Hannaford was incorporated in 1902. It is now the largest volunteer wholesaler in northern New England, and the tenth largest distribution center in the United States. One hundred ninety-seven million six hundred thousand (\$197,600,000) dollars was the amount of consolidated sales in 1973. The company went public in June of 1971, and currently employs over four hundred at the South Portland center.

The Welby Super Drug Stores are owned by Hannaford's, but they do not supply them. A separate firm is contracted to handle cosmetics and sundries.

The Cottle stores were the first equity contract stores, contracted back in 1944. Mrs. Cottle does the interior decorating and the stores are managed entirely by Mr. Cottle and his son. They now own eight stores.

Another equity partner is Doug Brown. He currently operates seven supermarkets. He was originally a manager of retail operations at the distribution center. He decided that the place for him was in managing his own store, and an agreement was drawn up.

Sampson's thirty-three supermarkets are on an equity partnership with Hannaford's. This is the largest chain.

Another equity partner is the Liberty-Callahan Construction Company. They do the building of most of the partnerships' stores and a great deal of the remodeling.

Customer service is considered a most important component of the Hannaford operation.

The cafeteria has the usual convenience machines for employees, and Canteen puts on a hot lunch program at a nominal cost.

The Merchandising Committee meets regularly to discuss merchandising plans for each week. The committee is made up of merchandisers from each department plus some of their retail counselors, who go out to the stores and advise them on displays, etc.

A Real Estate Department studies land sites that would be beneficial for future locations of participating stores.

An IBM 360 computer handles all the retail accounting work, plus all the distribution centers, all the stores' payrolls, etc. Two keypunchers have been layed off in the past two years, due to the new MSI ordering system which cuts

down on the need for keypunching. They would have been employed in other areas of the business if they had possessed sufficient skills. The MSI computer is a phone-connected transmission device, from the stores to the warehouse.

The warehousemen who are charged with the responsibility of loading the trucks for long distance deliveries must know how to load the truck properly, with weight distribution such that the merchandise will not shift on sharp turns or steep roads, or throw the truck out of balance. The items are loaded in in the reverse order that they will be unloaded at the stores.

Hannaford's leases many of its tractors from Hertz, but own many themselves. It costs sixty-two cents per mile to transport merchandise.

Hannaford owns stock in Staff Food Products. These products are made by such companies as Kraft, but the Staff label is put on them and they are able to be sold at lower costs, because advertising costs are not figured into them by the manufacturers.

Displays are very important in a store. High profit items are placed at eye level. Necessities are put on lower shelves, because people are going to buy them anyway. Fresh fruit and vegetable displays are made as attractive as possible. An uncluttered atmosphere is very important.

Entry level jobs include: accounting clerk, general clerks, clerk-typists, secretarial positions, few of which require shorthand since dictaphones are used mainly (this use of dictaphones has pointed up a lack of spelling skills among many recent graduates), a few entry level openings are open occasionally in the warehouse.

A careless manner of dress going for a job interview is very disturbing to Ms. Sullivan. She feels that a person should present their best face when desiring to be considered for a position. She finds attitude a difficult thing to measure, but she does conduct a check with teachers or former employers, and stresses the importance of being able to get along with other workers. The manner in which one handles customers reflects on the employer and can be the cause of loss of business.

A knowledge of math is essential for any job at Hannafords. Forty to fifty words per minute are looked for in beginning typists, with eighty percent accuracy. Executive secretaries act as assistant to the officers they report to, and it is a salaried position. Only experienced drivers are hired. Job openings are first advertised within the company, in case someone wants to transfer to a different department, schools are notified sometimes, and sometimes they advertise in the newspaper.

Date: December 3, 1974

Tour #9: South Portland Police Department

There is a one-way window in the door leading into the police station. One can see out, but cannot see into the station except at night, when the office lights allow minimum visibility. Various safety precautions are taken, such as the door into the office which can only be opened from within by a turnkey. Not even the chief has a key to this door. Security is more strict at night because there are only two on desk duty and five to six police out on the road.

On entering the office portion, you pass the Chief's office, and his secretary's.

A large map of the city is marked with pins indicating areas of heavy bike, pedestrian or auto traffic. The traffic department keeps close watch on this to determine where caution signs are needed or radar set-ups. Quarterly reports are sent into Washington for recommendations. At the end of the quarter, the pins are cleared from the map and they start over again. National safety records are made up from the reports submitted by various cities all over the country. Different colored pins stand for different situations; i.e. green pins represent bikes; white is for pedestrians; etc.

Each member of the force has his own locker in the locker room.

The Youth Aid Officer has an office adjacent to the locker room. All officers with juvenile complaints turn their reports in here. Sixty-seven complaints were turned in during the month of November by the thirty-eight officers on the force, out of a total of seventy-three juvenile complaints. Fifteen of the seventy-three went to court. For most of the others, a warning was issued and placed on file until the juvenile reaches eighteen. In dealing with juveniles, the Youth Aid Officer contacts the family, school, or anyone else who might be able to determine why the youth is acting in a delinquent manner.

There is a room full of the various pieces of equipment used by police. It contains uniforms, guns, smoke guns (which can penetrate through cement walls), and equipment which stresses saving lives rather than taking them. Training in the use of the equipment takes place at the police academy and in the warm weather in the local area.

Stolen bikes are held in the basement of the station for one year, after which time they are given to the Sweetser Home or some other charitable organization.

There is a target practice area in the basement, which can be used for either a group or individual practice. Simulated nighttime situations can be set up, which is beneficial for the officers who have nighttime duty and might run into a shooting situation. Practice takes place on private time.

There is a meeting room with a seating capacity of forty-five which is used by civic groups other than the police department.

To be a policeman one must have a clean record, driver's license, high school diploma, and be twenty-one years of age. After passing a personal interview, a candidate is sent to police training school. If he passes there, he comes back to be a provisional member of the local police force, for a period of one year. Five feet seven inches, one hundred forty pounds are the physical requirements. These minimums are being studied and revised to allow female members to be admitted to the force. One hundred twenty-six (\$126.00) dollars is the basic beginning pay. One hundred seventy-seven (\$177.00) dollars is the salary at the end of three years. Fringe benefits include Blue Cross/Blue Shield, fifteen days sick leave, paid vacations (three weeks to start, up to six weeks with over sixteen years experience on the force). It costs the city six hundred to eight hundred dollars to outfit a new policeman. One would apply at City Hall and wait for the police exam to come up before the Civil Service Board. The preliminary exam is common knowledge about the city with little stress on actual police knowledge. In order to apply to be on the South Portland Police Force, one must be a resident of an area within two miles of South Portland.

Advancement comes when a person shows initiative, such as additional education. Seniority is taken into consideration, but is not primary. New men are put on night duty, and can work that shift for five to six years. The numbers on the police cars indicate the area that they cover; i.e., No. 35 covers the Mall area, and No. 32 is out by Route 1, to Redbank. There is one man per car with a back-up car. First training is given at the headquarters and at the hospital. There are other training programs in-house. A three month, one night per week course was just nearing completion. This involved people in various areas of the law such as judges, lawyers, etc. coming in and speaking to the men and keeping them abreast of the latest developments and changes in the laws as would affect them.

Every arrest goes through the court officer. This allows for a double hearing. If the court officer hears the facts and levies a fine, one can pay it or can request another hearing with a judge and the arresting officer. The hearings are arranged for a convenient time for both the defendant and the officer.

There were six openings this year because of retirements and an additional officer for the Youth Aid Bureau. There may not be another opening for the next year or two. The present average on the South Portland force is thirty-nine years of age.

For the first three months, an officer has Saturday and Sunday off, the next three months he will have Sunday and Monday, etc., so that he will not have Saturday and Sunday weekends for another year and a half. They are trying to work out a better arrangement. All negotiations are worked out through the union.

Communication skills and basic math skills are areas that schools can stress to make more efficient policemen. These are invaluable in making out reports of accidents and crimes.

In the booking room they photograph and finger print suspects. The cells are far from luxurious. There are no mattresses because in the past prisoners have used mattresses to flood the toilets. In case of suspected illness, a doctor is called in, and the prisoner is handled in accordance with the recommendation of the doctor. Good judgement and common sense are essential qualities of a policeman. There is a temporary detention cell for juvenile offenders, in case his legal guardian cannot be reached.

There is a file of area offenders which is used for reference in various cases. An experienced criminal usually has a pattern of performance which can be checked.

Walkie talkies are used on stake-outs. These professional units cost about six hundred (\$600.00) dollars. They have a range of four to six miles.

The dispatching job is very demanding. The dispatcher must answer all incoming calls and handle the teletype. There is much information close at hand such as car registration information. The whole building is hooked into this area, and the doors are unlocked by the dispatcher by a buzzer system. Bank alarms ring here. The activities of the day have to be recorded and typed.

A new scrambler is being added the first of the year to prevent people with police band radios from picking up information which they should not have. Bank radios have presented a problem to police departments and much information has become public knowledge that shouldn't have. Codes have been devised, but have not always proved successful for long periods of time.

SOUTH PORTLAND FIRE DEPARTMENT

There are about two hundred five people involved in firefighting in the city of South Portland. One hundred fifty are on call. They respond to specific fire calls rather than remain on duty at the station all the time. These "volunteers" are paid two (\$2.00) dollars per hour when on duty. They are trained in firefighting techniques on a less intense level than full-time firemen. High school students are welcomed to apply for volunteer firefighting status as openings occur. This is a good way to find out if it is the career one wants. Fifteen is the minimum age for volunteers. There are six call stations in the city and they each run their own organizations. One company is in Perry Village, one in Pleasantdale, one on Broadway (the main station), one in Cash Corner, one on Union Street in Thornton Heights. There are fifty-five full-time firefighters in the city; three deputies, three house captains, four lieutenants, and forty-three privates. The starting salary of a private is one hundred twenty-five (\$125.00) dollars per week, which goes to one hundred seventy-five (\$175.00) dollars within two years. They put in a forty-eight hour work week. They have two weeks vacation, Blue Cross/Blue Shield, a health plan, and sick leave.

There are five company inspectors who direct periodic block inspections of homes for fire prevention.

Applications are obtained at city hall. A written Civil Service Exam must be taken and passed, followed by a personal interview, prior to selection for the department. The basic requirements are similar to the police force's; twenty-one years of age minimum, high school graduate or equivalent, driver's license, and minimum height and weight requirements.

Firefighting has been a family occupation in the past with two or three generations following each other. This is true to a lesser degree on the regular department force, but many relatives are active volunteers.

It is all on-the-job training. Related courses are taken at nearby institutions and are encouraged. At the end of the first year of employment a letter of recommendation is written by the immediate supervisor following completion of a second written examination ending the probationary period. After the first year, the city will reimburse firemen for courses successfully completed at outside institutions related to firefighting. There is an emergency medical technician course which fifty-five people have taken, and in which four are now enrolled from the South Portland Fire Department. This gives the men training just a level below para-medics.

Today's young probationers are easy to train, but lack the spirit and dedication of former firemen. There is a very small turnover in personnel. Because of the relatively small size of the department, chances for advancement are not as great as they might be in Portland, for instance. South Portland is one of the top departments in the State in regards to company benefits, which are basically the same as the police department's.

There are three ways of notifying the department of a fire: direct phone, alarm box, and a whistle transmitter, which signals the station responsible for covering a particular area.

A new piece of equipment is an aerial platform which allows a fireman to get to high areas for unusual rescue operations. Radar controls some of the new machines and they are operated by voice command.

The Fire Department puts on safety programs in the schools of the city. They conduct periodic fire drills to make sure that the students know the proper exit routes and alternate routes in case of stairwells being blocked off.

Fire personnel are trained to handle a variety of fire situations; oil, paper, car accidents, etc. Explosions pose a special threat in some situations, and can cause serious injuries. Men on each shift are responsible for checking the equipment and insuring that it is in proper working order for the next shift.

A dispatcher, secretaries and Fire Department officials have offices in one section of the station. The dispatcher board is open and manned twenty-four hours a day.

The driver of the 100' aerial ladder unit has to be alert and look out for over-head wires and other obstacles. By inspecting large buildings periodically, he will know safe areas to set the equipment, where it will be most effective and present the least unnecessary danger to the firemen riding it or using it in any way. Quick mathematical computations are necessary in judging the ladder placement in relation to the size of the building. A miscalculation can place the ladder far short or above the person in need of rescuing. The use of a piece of equipment of this sort depends on the size of the city and the number of large buildings in it.

The water pressure administered depends on the length of the hose on the unit and the nozzle size. Over-pressure can knock a fireman off the ladder. There are up to 2000' of hose on the trucks. The equipment is much less cumbersome than a few years ago, and many things are partially assembled to save the firemen time at the scene of the fire. There are two types of foam in the foam tanks; chemical and high expansion which has very limited application due to the fact that it expands at a ratio of 100:1.

The life expectancy of a fire truck is twenty-five years. When a new unit has to be bought it is a big expenditure, about \$100,000 in today's market.

People call the fire department for all types of emergencies besides fires. Since the fire personnel have various areas of expertise such as carpentry, plumbing, electrical work, etc., they can usually be of assistance. Fire Department personnel advise the owners of large buildings where the best exits would be in case of emergencies.

Date: December 5, 1974

Tour #10: Blue Cross/Blue Shield

Our group met in the Conference Room on the third floor of the Blue Cross/Blue Shield building on Free Street. Mr. Russell Bonney, Director of Personnel, addressed us. The Personnel Department was moved to this building in August, 1972 from the former office on Forest Avenue. Bruce McGuire and Linda Cox, Training Coordinator, were tour guides.

Blue Cross was organized in 1938. It is the hospital side of insurance coverage. In 1951, Blue Shield was added covering doctor's fees. There are twenty-four non-paid directors who meet once a month. They include doctors, hospital administrators and the public. It is a non-profit organization with over ninety cents on every dollar received returned to subscribers. Forty million dollars worth of claims were approved and paid in the State of Maine last year. Many different plans are handled in the State of Maine headquarters including Medicare and Federal employees with four hundred fifty thousand people covered in the State of Maine. It is expected that the proposed National Health Insurance will be responsible for the rapid expansion of Blue Cross/Blue Shield as well as double its need for employees.

Offices for seven vice-presidents, two senior vice-presidents, and the president are on the third floor. Five executive secretaries are situated in this area. The concept of this building is open and easily moveable. Semi-circular attractive dividers give privacy where needed, yet do not disturb the effect. After we had gone from the third floor to the basement level, it was pointed out that the only windows in the entire building were in the front of the first floor. None of us had even missed them. Lovely large green plants brought the outdoors into the building throughout the offices. The executive secretaries need excellent typing skills, fast and accurate; shorthand is useful but dictaphone is the most common means of dictating. They do a great deal of scheduling for their bosses, and must keep an accurate calendar. Many have come up through the ranks, but some are hired specifically for the position.

There is a company library for all the materials that are needed for reference. This is new and is the responsibility of Ms. Cox.

The Personnel area was next. There are two personnel clerks, Bruce McGuire and Mr. Bonney. Ms. Cox's office is in this vicinity. The main test given by Personnel is in typing since the majority of the jobs require some typing skill.

The two low entry level jobs noted were file clerks and mailroom clerks. Accounting and auditing personnel work on this third floor. External auditors do much of their work away from the office in the hospitals and doctors' offices.

Cash receivers handle incoming payments and any tracer work necessary to give proper credit to a payment is done here. Small mini-computers are located in many departments. Information needed is coded into the machine and is retrieved by typing the policy holders' numbers. The information read on the television-like screen contains all pertinent data on a particular subscriber as to type of coverage, date of last payment, etc.

In the Programmer area new programs are written in programming language for the computer which is located on the basement level. Systems analysts and programmers are employed here; currently there are six programmers.

The Underwriters area is at the further end of this floor. They make sure that proposed plans are feasible, and they set the rates on the policies. They work with the Maine State Commissioner of Insurance.

There is storage space on the second floor which will be used as office space as the work force expands. If the personnel needs double as projected, there is not room here to expand the future force.

A special Xerox machine is set up which collates pages. Requests of one hundred pages, more or less, are sent up here, and one man operates the machine.

There is no set dress code. Any reasonable dress is acceptable. Many different styles were observed, most tending towards the casual side, but all neat.

The Non-Group Billing Department has approximately fourteen employees. They take care of individuals who do not belong to a group. The Group Billing Department has about two times as many employees. The girls who work in these areas should be strong in two things: communication skills as a good deal of their time is spent dealing with people over the phone or in written communication, and a reasonable familiarity with basic math or working with figures. Typing skills are helpful, but the emphasis is on accuracy not speed. Some of them have to work with calculators, and they all have the computer "tubes" at their disposal.

The Health Care Planning and Research Personnel are all professionals. There are five who plan for the future of Blue Cross/Blue Shield and its future role in the health field. They work closely with hospitals. There is one secretary in this department. Primary background for the professionals is business administration.

The Enrollment Department is the base of operation for those individuals who go out and enroll group plans.

Provider Relations has professional level positions. They act as intermediary between Blue Cross and the people who are providing the services. They make the explanation of any new ways of processing claims, etc. There are five to six employed and the department is growing.

Operation Services has many of the entry level jobs. There is much filing here, and inter-departmental mail is routed from this point. Many of the girls hired in this department move up as these jobs are used as an entry into the company. All new positions are posted on bulletin boards throughout the offices, and employees have first bid on them. Last year seven hundred applications were filed for sixty positions.

The Public Relations Department, now known as Communications, has a staff of two, a director assistant, and a secretary. Local TV ads originate here, and are produced locally. They are responsible for promoting the image of Blue Cross, and keep subscribers aware of what Blue Cross/Blue Shield is doing. They, as all the other departments, have a set budget within which they must operate.

On the first floor we observed claims processing. Andrea Ferrell, the Department Manager, explained her department's purpose and operation. The department handles non-group enrollment, health statements, transfer-in, and transfer-out. The transfer process refers to people moving in or out of state, and having their policy made applicable to their present location giving them continuous coverage. The switchboard also comes under the jurisdiction of this department although it is located upstairs. There are eleven employees here. Form letters are typed on automatic typewriters at the rate of one hundred sixty words per minute. Form letters are typed on tape and fed into the machine with name, current date, and other relevant new data typed as needed. The tapes are reusable. If one is a good typist, it does not take long to train a person on this machine.

When one enters the lobby, there is a service desk where personnel answer questions about policies. The Companion Plan, Blue Alliance for people over sixty-five which provides additional coverage over Medicare has eight to ten employees ready to process claims and deal with subscribers. Communication skills are very important. The older people who are dealt with are in need of people with understanding and patience because they frequently do not understand the terms of the contracts and exactly what is covered. The personnel must be able to remain cool in dealing with all customers. They need typing skills for filling in forms; no great speed is required, but accuracy is.

Marguerite Timberlake, manager of the Medicare Department, showed us her department. She feels that all jobs in her department fall within the range of capability of a high school graduate with the exception of medical screening. The Lec-treiver File houses all open admissions and closed six-months claim files. After six months, claims are put on micro-film and the original copies sent to Waltham, Massachusetts. Claims are sent to Baltimore in batches, and they send back confirmation for payment.

Teletyping machines are to the rear of this area. There is a sending machine, three cutters, and one receiver. All traffic goes through Chicago to Social Security in Baltimore, Maryland. "Cutting" involves cutting tape with infor-

mation concerning a particular patient for purposes of checking whether or not the patient has part "B" of Medicare, or if they have met their deductible. Vital information is included on the tape in a specific order, or it will be rejected. Information requested on Thursday should have an answer by the following Monday; Monday requests are answered on Wednesday, etc. They typed characters on the tape resembling braille. Anyone with typing skills can be trained on teletype.

It is vital in processing claims to have the information exactly as it is on the Medicare card. Any incorrect information can cause a delay in payment since the forms must pass back and forth to Baltimore until they are acceptable.

The Hospital Claims Department handles and processes any hospital claim. Federal Claims Department deals with those covered by government participation, both civilian and military. Blue Shield processes claims for physicians' payments. Typing and communication, both in person and over the phone, are skills paramount in all these departments. There are various levels of jobs here from sorting claims to medical screening.

On the basement level there is a cafeteria, employee's lounge, the computer center, data processors, and the mailroom.

The mailroom provides one of the entry level jobs which is used as a means of getting a start with Blue Cross. There are folding, envelope stuffing machines, and postal machines which seal and stamp the envelopes. These require little training to operate.

A graphics department is in the process of being established. They hope, eventually, to be able to do their own posters and general art layouts for advertising purposes.

It was observed that the majority of the employees are female. Blue Cross hires qualified males for clerical positions, but they do not have many applicants. It was pointed out that there are many women in managerial positions.

The keypunch area has just been converted from the traditional keypunch and tape system to a system made by General Telephone and Electronics. The girls key into a mini-computer on discs. They have the capability to edit as the information is being disced. Each day the disc is unloaded to tape, and the disc then becomes input to the computer system. By going on to this system they are doing away with computer cards which are getting expensive and harder to obtain. These machines also give the department more data as to the amount of daily work the keypunchers are doing; 10,000 strokes per hour is the accepted average.

Back in the Conference Room we met the president of the company, Dick Nelson. He gave us an overview of the national set-up of Blue Cross/Blue Shield. One advantage of being part of a large company is a national marketing

arm. This gives them accounts with national companies such as General Motors, United States Steel, etc. The national company sells the accounts, and the individual states handle the employees of the various companies who are based in their state. They are locally autonomous in that they might have certain coverages that another state does not have, and vice-versa. There are certain standards that are set up nationally that all states must adhere to. This provides each a base of operation, and they branch out from there in comprehensive coverage. There is a reciprocal agreement among states that the benefits covered in one state are recognized in another and paid accordingly.

Many jobs within insurance companies such as Blue Cross require post-secondary education. These include systems and finance departments which need computer operators and people with auditor training. Mr. Bonney indicated that the difficult positions to fill at the present time are in the area of business systems; i.e., the manual systems to inter-relate paperwork as it flows through the organization. Basically, an accounting background plus some electronic data processing. They frequently have to go outside the state to fill these positions. The law of supply and demand is pretty well equalizing in the area of programmers. It is still a good field, but the demand is not as heavy as it was a couple of years ago.

The broadest number of jobs that Blue Cross/Blue Shield would have for a high school graduate would be in the clerical and claims functions. These positions require in-house training, and the person must be alert and willing to learn. The clerks must acquire a knowledge of medical terms and understand the contracts they will be working with. The high school graduate today is in direct competition with college graduates who are finding the job market tight. If a company can hire someone with a college degree and maturity over a high school graduate, at the same pay, naturally they are going to hire the college graduate. The college graduate find rapid advancement as managerial openings occur.

There are many in-house training programs. Educational benefits for related study are paid by the company at local post-secondary institutions. They believe in promoting from within. A supervisory skills course is also taught in-house. This is devised to take potential supervisors and prepare them for future advancement. A management course is put on by Hay Consultants of Boston. This operates on the premises, and is a thirteen-week course. Video instruction courses are utilized and are available to any employee with the time or interest to attend.

Good grooming, responsibility, loyalty, are virtues still looked for by companies. It was felt that schools should train students in the proper way to apply for a job. Motivation seems to be lacking. It was suggested that the strongest motivation seems to come from sources outside of the home. Students have to be trained and encouraged to express their strengths and weaknesses.

Two dollars ten cents (\$2.10) is the beginning hourly wage for clerks. All increases in pay are meritorious, not automatic. Top clerk/typist is one hundred twelve (\$112.00) dollars. Executive secretaries start at one hundred fifteen (\$115.00) dollars with a high around one hundred fifty (\$150.00) dollars. There is a minimum, mid-point, and maximum pay range. With competent skills, a

person can hit the mid-point fairly rapidly. Very few attain the maximum. If they are really outstanding, they will be promoted to a higher level, high paying job with different pay ranges. "Red circle" jobs are maximum at any level, and the pay is comparatively high in order to "buy" a person to take on additional responsibilities.

Samples of their application forms were distributed, however, they will be obsolete in a month when such things as marital status, spouses' job, height, weight, etc. are deleted because of recent discrimination laws.

Relatives cannot work in the same department although several married couples work for the company in different departments.

Date: December 12, 1974

Workshop #4: Presentation by Russell Day, Training Director,
S. D. Warren Company, Westbrook, Maine

"I was going to talk for about twenty-five minutes and then give you folks about thirty-five minutes to tear me to pieces, but I'll take a little longer and go into something about the paper industry, and then a subject I've been particularly interested in, not necessarily relating to the Scott Company but it relates to Maine, business in Maine, jobs and natural resources, and some of the problems that we're facing.

I was very interested to read in the Press Herald this morning that Jack Daigle, President of the Casco Bank, spoke to the forest products industry and his portion about using our natural resources, wood, is practically the same thing I'm going to talk about this afternoon, so apparently Jack's talking the same line that I am. I've never heard his talk, but mine is something I've developed by being familiar with the wood products industry.

The paper industry is the tenth largest industry in dollar sales in the United States. We are the fifth largest in terms of capital investment. And the reason for that is because our equipment is so big, so expensive (you folks saw some of those paper machines; our machines are little machines. Some machines at Great Northern today are 320 square feet wide. The one you saw was 135".) So the machines at Great Northern are over twice as wide as ours, and three times as long, and produce many more tons per day.

A job in the paper industry today, in a new mill, which would be an integrated mill - both pulp and paper - the investment is about \$44,000 per job. Somebody had to buy that much stock, or otherwise provide the capital, to put that one person to work.

Ours is a very old mill. Some of the machinery...the newest paper machine is #14, put in in 1917. Of course, we've modified it so that it's a modern machine today, but the runways and foundation are 1917 vintage. But if you take our total investment, and divide it by our total number of people, there's about \$22,000 behind my job, and behind the job of each of the other 2600 people who work there. On top of that, by 1976, when our latest environmental improvement construction work is complete, we will have invested about \$10,000 per job in environmental operating costs and facilities.

In the United States as a whole, it takes \$33,000 of capital investment to create one new industrial job. You can realize the amount of money that is required in terms of capital to put roughly 1.2 million new people who come on the job market to work each year. In other words, our jobs have grown so there are 84MM Americans working today. There were only about 54MM Americans working back in 1945. Multiply that by the number of years, and you'll find that is about the growth and type of capital investment that we have to put in in America to make one job in manufacturing. This is not necessarily true in the service industries, such as medicine or teaching, etc. I'm talking of industry, which is using big, big money. When you come to work at Warren,

we don't expect you to bring to work your keypunch machine, your paper machine, or, if you're a welder, your welding torch. Someone has provided that for you, with capital.

There are 700,000 people working in the industry. That's a lot of people, when you consider that there are only 950,000 people in the State of Maine. The paper industry breaks down into two major segments. When we talk paper, or pulp and paper, as we in the industry call it, we are talking not only paper, which is generally ten mils, or 10,000/inch thick and under, but paperboard, which is 10,000/inch thick and up. The total industry produced 60MM tons in 1973, split about evenly in 30MM board and 30MM tons of paper. Westbrook doesn't make any board at all, but we do have a plant in Indianapolis that makes a little bit, but it's a special kind of board. I'm going to follow this down through so you'll see where we at Westbrook fit in the paper industry.

Out of this 30MM, about $4\frac{1}{2}$ MM tons is sanitary - the tissue business. Scott is a major factor in this area. We couldn't make a sheet of tissue on one of our machines at Westbrook if we tried, because they're not tissue machines; they're not built to make tissue. About $4\frac{1}{2}$ MM U.S. tons goes into the news. About $8\frac{1}{4}$ MM tons of newsprint comes in from Canada. Canada is the world's largest producer of newsprint; they produce far more than we do in the United States. Great Northern, by the way, including the merger they put together in the past eight years, is the biggest United States newsprint producer. Then, there are about 2MM tons of specialty papers. A specialty paper is, say, money paper. The Crane Company in Massachusetts makes practically all of it. It is a very specialized business. Another is condenser tissue, for radios and TV sets, and all sorts of electrical equipment, which need a sheet of paper, an insulation, between sheets of metal which will hold a charge, which then becomes a condenser. That paper is so thin that it weighs about one pound per ream. The paper you're writing on right now is a 50 pound sheet, so condenser paper is 1/50 of the weight of that. It takes 16-20 hours to make one roll of paper, and really specialized equipment. Only two manufacturers make that type of paper. Shotgun shell is another specialty paper. It is a paper made especially to be rolled into a tube, impregnated with chemicals and fitted with a base. There are obviously many, many other kinds of special papers. The Federal government lists about 11,000 different kinds of paper.

About 6 MM tons goes into packaging, and is usually laminated to board. Of course, most of the board goes into packaging. What do you buy that doesn't come in some sort of enclosure or package that is cellulose - wood or paper, which are both cellulose from trees. Large items like automobiles and locomotives don't but almost everything else - washing machines, snowmobiles, radios, etc. - does. That is why Japan is the world's third largest producer of paper; she's an exporter. Ninety-five plus of every one hundred radios sold in the United States come from Japan. These have to be shipped in boxes so they don't get damaged, and Japan has to produce paper to package their goods, to be exporters to the world. So they import papermaking raw materials and have become very large paper makers, mostly in packaging because that's the lifeblood of Japan. That's why they're so big. Prior to World War II, they were

a minor factor. That's the board business - corrugated board, milk cartons, etc., all come in this category. In the instance of a candy box, what we use is chipboard, paper laminated to it. Bleached board is used exclusively to make the boxes that are already white.

The other 12 MM that's left is printing papers. In other words, roughly 20% of the production of the paper industry is for printing - generally for books, commercial brochures, etc. In terms of our paper, 38% of what we produce in our mill is publishing papers. Our big customers are book publishers - Little-Brown, Houghton-Mifflin, etc. Within the printing field itself, there are two major categories - ground wood pulp and chemical wood pulp papers. We use the terms "pulp" and "wood" interchangeably, and sometimes people get confused when I talk about groundwood and chemical wood, but I mean pulp or fibre. Just about half of the paper that is made for printing is made with ground wood, so that it is 6 MM tons. Ground wood is where you take a log and put it against a six-foot diameter grinding wheel which grinds the fiber out. You mechanically rip the fibers out of the wood as though you were using a rasp to tear out slivers. Newsprint is about 80% ground wood. It's the cheapest pulp there is. You don't have to put it in a digester, you don't have to cook it, it doesn't make all the smell that we do in Westbrook - but it doesn't make a very good paper for many uses. Chemical wood pulp is made by extracting all the organic matter and leaving only the pure cellulose fibers. Fresh wood from the forest is about 50% fiber and 50% other sylvia chemicals. You very well know that if you leave newspapers out in the sunlight, within one day they will start to yellow. Or in a damp place, in two or three days, the paper starts to get weak, and the fibers tear and break very easily. This is because of the reaction of sunlight or moisture, causing deterioration and the formation of acids which attack all the wood or sylvia chemicals which binds the fibers together. A chip or fiber is held together with all kinds of glues; we call them lignins. If you cook wood in special chemical solutions, you can get just the fibers, minus the glues. Chemical pulp has had all the wood chemicals taken out of it leaving just cellulose fibers. Ground wood has all the components of the wood in it; turpentine, methyl alcohol, ethyl alcohol, the sugars, salts, everything that's in the wood. These wood chemicals oxidize in the sunlight or dampness, and therefore the paper becomes weak. Newspapers are not expected to have a "life" of more than a day or two. A magazine you would normally keep on your coffee table two to three months, then throw it out, so a lot of ground wood is put into those sheets. If you pick up an old magazine that's been down in your cellar for a while, it will be quite a lot weaker than a National Geographic, for instance. National Geographic expects people to keep their magazine for a long time; they use paper with only small quantities of ground wood in it because they want a good, long life for it. Most of your textbooks are 100% chemical wood because they are expected to be handled over and over again for a long time.

At S. D. Warren, we operate entirely in the chemical pulp field - that is why

we don't recycle any paper. If we buy wastepapers from waste dealers, we're very apt to get magazines, newspapers, etc., and other papers which would bring ground wood fibers into our system, and our paper would come out with ground wood in them. We guarantee ours to be free of ground wood. It is very easy for anyone to find out if there is any ground wood there by putting a chemical on the paper, and the fiber will turn red! We advertise our paper to be permanent paper - to last three hundred years! There are many Bibles around from the 1870's which are printed on papers produced by Warren. That paper still maintains a lot of its strength; it's all chemical fiber. There were 6 MM tons of paper made using only chemical pulp in 1973; we produced 180,000 tons of it. So we're only 3% of the total output in the country in chemical printing paper - 3/10% of the total industry, which includes board and paper.

We employ more people at our one mill than any other single mill in Maine. Great Northern hires more people, but they have two mills, and a big woods operation. We are big in relation to our whole area, but in relation to the entire paper industry, we are small. The paper industry is fifth in terms of fuel consumption. The biggest user of fuels is primary metals, which use about 21% of all industrial fuel used. Petroleum is the second greatest user - 17%. Chemicals use 16%, both for making the chemicals and for their feedstock for many of their products. Next comes the food industry - 5.5%. Paper uses 5.2%. The cement, clay and brick business uses about 5%. These industries are basically raw material converters, taking a raw material and making it into something useful for society. The fuel required for conversion is very great to get heat energy. Speaking of energy, back in 1820, before James Watt found that steam would lift the lid on the teakettle and made an engine, practically everything was produced by natural energy. There was a little water power used, but not much. It was estimated that the energy used was 60% animal and 40% human. Today, it is about 98½% mechanical/electrical and 1½% human energy. That is why we need so much energy and fuel in our society.

Where does the paper industry get most of its raw materials? Our major raw material comes from about a 60-mile radius of the mill - 85% of it. The other 15% comes down from Scott lands up in Bingham and around the Moosehead area.

We do not cut our own wood. We do not have a single employee cutting wood. Our situation is entirely different from that of Scott or Great Northern, up north. There is hardly a wood lot in Southern Maine that is more than a mile and a half from a town road; we don't have great woodlots where you have to put in a fifty-mile road to get the wood out. We were here long before pulping was known, and wood was used for paper. S.D. Warren was said to be the world's biggest ragman, before he became a paper man. His business was importing rags - from Egypt, Japan and the Mediterranean - because man did not know how to get fibers out of wood, short of pounding them out with rocks. This was a very expensive way to get fibers. We got all of our papermaking fiber basically from cotton, but it was too expensive to grow cotton for paper; it made more sense to make clothes and then sell them to the ragman when they wore out. And the tradition of the ragman still hangs on today, even though very little paper is made from rags. Today's clothes have nylon, polyester and cotton in

them. Paper can't stand the plastic fibers that are in today's cloth; they won't bond well into paper. Many people even today, due to the ragman traditions of the past, cannot bear to throw rags away! Thus, in the past, all paper mills were built around metropolitan centers. Our mill was originally up on the Union River, at Union, built in 1838. It burned down in 1840. Large boats could not come up the Union River so in planning on rebuilding and expanding the company, the owners looked for a good source of water power and raw materials which was the port of Portland from where they could haul imported rags a short distance by dray or ox-cart.

The Old Lewis Farm in Westbrook was chosen. The mill started producing paper in late 1844. Eight years later, Mr. Warren got interested in the paper business and rented a mill in Pepperell, Massachusetts. He was already supplying rags to all these mills; that's why he leased the Pepperell mill and later bought Westbrook and Gardiner. In 1851, Hugh Burgess cooked some woodpulp with caustic soda, extracted the fiber from it and made pulp. It was roughly twenty years later - in the early 1870's - that this technical breakthrough became available commercially. This is where the paper industry really took off. This is why all mills today are where the raw materials are - up in the big woods. From here on, papermakers started adding wood fiber to paper. The total rag-content paper production in the United States is 150,000 tons - which is less than Warren makes in their one mill in Westbrook.

Public education also took off about 1870, coinciding with the making of paper from wood fiber. The consumption of paper - about ten pounds per capita in 1870-80, increased to six hundred pounds per capita today. The big take-off was with the development of wood fiber from trees. On old school papers, one will note that students wrote on their papers, then between the lines and around the edges, and on the back because it was such an expensive commodity. Only those who could afford private schools had much paper; others relied on slates. Paper made carrying lessons and homework home very easy. As paper and books became cheaper and more available, then public education was affordable.

Mr. Day once asked some high school students how they would get the news if there was no paper; they replied that they would watch TV. He then pointed out that the condensers in TV's depended on paper, and that the directions for building TV's depended on written instructions. Life today would be impossible without paper.

In Southern Maine, wood is about 50% softwood, 50% hardwood. Up north, the softwood percentage may run from 70-90%, so the mills make somewhat different types of paper with different mixes of wood than are used in Southern Maine. A large portion of the wood taken off a woodlot are the softwood logs - pine, hemlock, spruce, fir; these go to sawmills for lumber and command a high price. Another market is for boltwood which is the straight white and yellow birch that can go into toys, spools, and furniture. Excellent maple and beech with no knots, splits, etc., is also used for this purpose by "turning" companies. Much straight hardwood goes to sawmills for lumber. Veneer logs go to plywood mills. Studlogs are turned out at the stud mills, which are a new development within the last twenty years in the

State of Maine. Instead of sawing good logs into 16 foot 2x4's, shipping them down to Leavittown, Long Island, and having carpenters with a skill saw cut them up into $7\frac{1}{2}$ foot lengths and have a butt left over, they now take logs that aren't straight enough for 24 or 16 foot boards, but use the short logs that will produce $7\frac{1}{2}$ or 8 foot lengths for house studs. Whole carloads of studs come down from Maine, and the carpenters take them and make up the upright frames of a house. A lot of lumber is pre-cut going from the sawmills to the construction industry today. Thus, stud logs are cheaper because they are short. The log might have a crook in it, but it will allow you to get an 8 foot piece instead of a ten foot.

The next market for lumber is firewood, the next is pine pulp, and the eighth market is hardwood pulp. The hardwood pulp log is the only one S. D. Warren buys in quantity. Most of the softwood pulp we produce in our pulpmill comes from softwood log mills. Almost all sawmills today debark their logs before they saw them, then they saw the log and square it, and the curved outer rim or edging which are debarked are put in a chipper and the chips hauled to Westbrook. Very little pine round wood comes into our mill.

We also buy chips from hardwood mills as far away as Massachusetts and Connecticut. Forty percent of the total fiber that we use is wood products residue from other factories. More of the log is used than ever before. The total amount of chips that we use represents around 2000,000 acres annual growth that does not have to be cut in the sixty-mile radius of Westbrook. Thirty-nine percent of all the pulp used in Maine comes from wood products residues. This is why cutting has not reached the growth in Maine as yet. In other words, paper production has increased substantially without requiring more growing acreage by salvaging formerly unused wood residues.

If Warren were to get into wood operations and put crews out in the woods, to economically take the higher products and get them into higher dollar amounts, we would end up selling timber to many wood converters all over Southern Maine. Just the job of getting paychecks to all these people on Thursday would be quite a job. We would cut quite a lot of wood in Southern Maine just to get the pulp that we want.

A job we don't do very well in Maine in terms of our natural resource is in converting wood to its highest value. In 1972, the State of Maine took one dollar's worth of standing timber and converted it to \$5.50 worth of product. In Massachusetts, they took \$1.00 of timber and converted it to \$11. In North Carolina, they convert \$1.00 worth of timber into \$16 worth of marketable product, being the largest furniture and fourth largest paper producing state. They take a lot of their wood and produce a very expensive product. We do a lousy job. You see a lot of logs going down the Turnpike to Massachusetts.

Maine wood is sent all the way to Massachusetts where they take the bark off, shape it, and send it back to Maine where we buy it as cedar posts. Why don't we do that in Maine? If we could convert more of our raw materials here and get even \$6.50 from \$1.00, in terms of the total number of board feet that we cut in a year's time, it would make one big difference to the economy of Maine. Small firms in Maine make small components of products that are completed out of State. In order to make the entire units, they would have to enlarge their plants, hire more staff, and have managerial headaches that we don't seem to want to undertake. Tight money is another reason for the lack of expansion of small Maine plants. There isn't enough money in Maine to back large expansion endeavors. No bank can loan more than 10% of its assets to a particular facility. We need outside capital in Maine, especially for the paper industry. There is no way that we can generate enough money in Maine to put in a new pulp mill on our own. Most of the old Maine mills were built by and operated by Maine people. In the last twenty years, every single one of them has had to merge because of the lack of capital. That's what Warren had to do in 1967. The Warren Company wasn't growing fast enough, or generating enough profit, so we started asking what the chances were of the company's growing. Our commitments to grow could not be met unless we could borrow more money, and we couldn't. The only solution was to merge with a larger partner.

Scott favored the merger because of Warren's printing papers and its distribution system of 109 franchised merchant paper houses. Scott guaranteed Warren the money to finish their expansion and Warren agreed to improve Scott's printing paper business. It was a good marriage for both.

At the time of the merger, Warren had two mills - Westbrook and Muskegon. Today, the Warren Division has seven mills - Detroit, Indianapolis, Winslow, Mobile, and one in Belgium.

An economic formula ($MMW = NR + (HE \times T)$) that you don't see very often is "Man's Material Welfare = natural resources + (human energy x tools). Man's needs or motivations are food, drink, and warmth, then security or safety, following by belonging, recognition and finally, achievement. The "primaries" are heat, food, clothing and housing. We need natural resources to survive. Everything comes, at some point, from the air, the water and the land. And this is not usable by us until we do something about it - and that says natural resources, plus human energy, times tools. Let's assume that you have a piece of ground (natural resource), and you want to eat and build a house. To grow your food, you can go out with a stick, you might even use your finfers, but you'll have some mighty sore fingers and make a small garden and grow a very little food. You probably won't support yourself though without tools. However, if you are enterprizing enough, or conservative enough, so that you can save \$4.69, go down to the hardware store where the man will sell you a hoe. With that hoe, you can handle enough land to feed your family because you now have the equation - hoe plus human energy plus land. You could continue to save until you had \$155 and get a small 3-4 horsepower roto-tiller, and at that point you could feed yourself and about three other families. By progressive steps, you could eventually get yourself into the farming business full-time for about \$155,000! The amount of money needed to go

into farming today is absolutely fantastic. Really, what are tools? Tools are capital. You've got to have money. What is money? What did you do to get it? It is stored up human energy. It is human energy beyond that which you need to subsist on, and that you were able to trade with somebody else. You were able to trade \$4.69 of your work for somebody else's work in providing a hoe. A business or corporation is nothing more than a group of humans working together to produce a service or a product more efficiently, better and cheaper than each individual could produce it himself. So you can multiply this equation out to say that it holds true whether it's you on the farm, Saunders Brothers and their small dowel mill, S. D. Warren/Scott, United States Steel, or whatever it is. You have to have natural resources that come from air, water, land; you've got to have some human energy (and that's only $1\frac{1}{2}\%$ of the total energy used in this country) which includes brain as well as muscle energy, and you've got to have capital, which is stored up human energy. This all relates back to some of the earlier figures; \$44,000 for a new paper mill for one job, \$33,000 for a new job in manufacturing.

So what's our problem in Maine? We've got people, and I've already mentioned that we're very short of capital. Do we have very many natural resources? Let's look at a comparison of Pennsylvania to Maine.

<u>Pennsylvania</u>		<u>Maine</u>
People	11 $\frac{1}{2}$ MM	- 1MM
Land	42,000 Square miles	32,000 Square miles
Trees	Yes	Yes
Fossil fuel	Yes	No
Metal ore	Yes	No
Climate	Superior to Maine's - not as difficult to grow food	

The welfare of a given area is directly related to its natural resources. Natural resources are the things that make our world tick. Natural resources are nothing until human energy and capital are used to turn them into something needed for survival.

Someone mentioned markets or transportation. Another problem the Warren Company had when we had just our one mill in Maine - we couldn't compete in the Chicago area because it took seven days for a railroad train to get to Chicago with our paper. But Champion Paper Company in Ohio, for example, was overnight truck to Chicago. The printing center of the United States used to be in Boston, New York and Philadelphia; old line printing houses were all on the East Coast. It is now the Chicago-St. Louis area. With the shift of the demographic center, the printing industry went West. So we had to buy a mill in Michigan to have an overnight truck haul to Chicago, or we would be only a regional paper mill and serve only the East Coast.

How about oil, coal and gas? Do you realize that outside of Hawaii, Maine is further removed from United States fossil fuel than any other of the forty-eight states? Coal is shipped so many dollars per ton mile; New Hampshire is closer to West Virginia than we are, hence coal is cheaper in New Hampshire.

In terms of Arabian oil, we are no worse off than New Hampshire and Massachusetts, but we are further from other sources of American fossil fuel. If we were cut off by the Arabs, Maine and Hawaii would be in bad shape in terms of transportation costs to get United States fuel here.

We have to be a little more resourceful than other people; we have to be a little smarter and work a little harder to compete against our sister states in the nation.

Economists often put jobs into two categories - primary or dollar - creating jobs, and secondary or dollar-trading jobs. A primary job is one where a natural resource is taken from the environment (earth, water or air) and made available in useable form for human use. In other words, dollars are created where none existed. For instance, a lobster in the ocean is worthless from an economic sense until the Maine lobsterman has it in his hand. All of a sudden the lobsterman has - say eighty-five cents in his hand, whereas that eighty-five cents did not exist a moment before. A tree standing in the forest is of little economic value until the Maine woodsman puts his chainsaw to it and hauls it to the sawmill. Almost within hours, the tree has increased very substantially in value because lumber was created by human effort multiplied by tools. In the case of the lobster and the tree, within hours dollars were created in Maine by making food and lumber available to society, natural resource converted to finished product. Our paper mill can convert a tree to finished paper within a few days, natural resource (standing hardwood trees at 1/20 of a cent a pound) to finished product (coated printing paper at thirty cents a pound).

A secondary or dollar-trading job takes a semi-finished product and converts it to a finished product, or provides a service. For example, the shoe industry which employs more people in Maine than the paper industry, does not create any natural resource dollars in the state. The leather comes from Texas, the shoe nails from Yugoslavia, the eyelets from United States Steel in Indiana, the laces from a cotton field in Georgia, the thread, glues and polish from other places outside Maine. In other words, all the shoe components are shipped in for assembly on far, far less sophisticated and less costly machinery than that used by the paper industry. The added or assembly cost to shoes, human effort and tools, does not create any dollars from natural resource conversion. Those dollars were created in Texas, Yugoslavia, Indiana, Georgia, and elsewhere.

Thus, how many people an area can support is pretty much dependent on how many natural resources it has or can get cheaply, or if it is dependent on secondary type jobs, how close the area is, relative to natural resources and markets, and how low the human effort cost (standard of living) is relative to competitive areas.

The State of Maine once calculated that one primary job in the state supports, or creates the dollars to support, 4.2 secondary jobs. In Alabama, one primary job puts 3.8 people on the payroll in secondary industries. We employ

2,600 people - and remember the eight wood markets I had on the black-board? We buy from only one of them. We estimate that it takes about 400 people to get our hardwood pulp to us; the rest of the wood harvested in the industry employs many more, for an awful lot of people work in the woods. But we feel that there are around 400 people. We feel that would be roughly 3,000 people out of work tomorrow if our mill shut down. Now, our 2,600, plus the 400 woods workers, jobs each supposedly supports another four jobs, so there is another 12,000 people. Add our 3,000 to it, and 15,000 people would eventually be affected if our mill went out of business. And if there were four people in each family, that's 60,000 people. The population of Portland was 63,000, the last I knew. If our mill disappeared as a natural resource converter, in time 60,000 people would have to move to Pennsylvania, Mobile, Houston, San Francisco, etc., to find work. Now, that is an awful lot of people. What worries us is that there was a survey taken on the streets of Portland in the spring of 1973; college kids went on the street with clipboards, asking all kinds of questions, and one of them was, "Should S. D. Warren be legislated out of Westbrook because of its smell?" Sixty percent of the people polled said, "Yes." Now, if that 60% are the electorate, they might tell their representatives to pass legislation to make our paper mill move. A lot of people are saying, "Don't let any more industry into Maine." Now, I don't know of a single primary industry that doesn't smell; some of my background is farming, a smelly primary industry. Our air is being polluted by sprays. The worst thing you can do is spray a pesticide inside your house. Get a fly swatter. Do we need all the household sprays we use?"

Following his talk, Mr. Day opened the floor up to questions.

Occupational Safety Health Act (OSHA) was brought into the conversation. Occupational Safety Health Act is considered a factor in "social inflation," in the same way Social Security has made a big impact on the cost of goods as it has risen. Environmental costs in the next ten years are expected to knock a thousand dollars a year off the income of residents of Westbrook. OSHA is part of this. One problem found with OSHA has been that the inspectors do not possess enough background in the areas that they are inspecting. Many fines were imposed that were not really logical, and not imposed for logical causes. S. D. Warren has spent roughly \$450,000 just in guarding, etc., in the last few years. It has been slow to educate people to comply with new safety regulations. In the two years that Occupational Safety Health Act has been in force, the safety record in the United States has been slightly worse. At S. D. Warren, we have a 2.3 frequency rate; that means 2.3 lost time accidents per million man hours of exposure. The paper industry as a whole has a 6.8 frequency rate; New England paper mills run 12.1; the lumber industry in Maine runs about 50; you, driving your car rate a 33; if you ride a motorcycle, it's 197; and if you ski, it's 400. Skiing is one of the most dangerous things you can do in terms of losing time from work. (The severity isn't that bad, but time is lost from sprains, etc.) S. D. Warren is quite proud of its safety record. The home accident frequency rate is 6.0, so you are safer working at S. D. Warren than at home. Another interesting statistic: don't go to bed because more people die in bed than any place else! All in all, OSHA should

eventually improve the nation's safety record.

Business conditions. Warren is going through a lay-off now with one hundred people involved. They anticipate being down five days at Christmas. In 1970, they were down five days at Christmas and not much was said, but now everyone is concerned because there are lay-offs everywhere. Business is not so good. The publishing business is holding up very well, and that's 35-38% of our business. Commercial printing is the one that's off, and is the "release" business, where vinyl is cast on release papers for autos, because of the drop in the auto industry. Three yards of Warren's vinyl release paper is used for making an auto top. (Note: March, 1975 - 3 months later, the business situation is worse.)

Paper was tight last spring and people stockpiled right up until fall, so that now the demand is down while they use up their surplus supplies. For instance, I just read where TRW stockpiled enough copper for two years, anticipating a copper shortage and price increase. Now they are not in the copper market at all.

The last quarter of the year is traditionally a "short time" at S. D. Warren. A partial reason for this is the tax imposed on first-of-the-year inventories, so businesses all over the country try to clear out as much stock as possible to avoid paying taxes on it.

How many new jobs will the Scott pulp mill create? The new plant being built in Somerset County will only open 100 new jobs because they have to close down the sulphite mill at Winslow. The sulphite process of making pulp cannot burn the black liquor from the pulping process and the black liquor has to be put into the river. The Kraft process burns the liquor, giving off the odor we detect from time to time. The Winslow sulphite mill was not expanded because of lack of land, so the new mill is being built at Skowhegan, twelve miles from Waterville. The three hundred people affected by the shutdown of the Winslow plant are all being offered jobs at the new mill. In conjunction with that, they are going to put in a sawmill at the Somerset site, and this is where the one hundred new jobs will be, but the sawmill project has been mothballed. They will take the lumber, debark it, saw it, use the scrap and everything else, plus regular pulp wood. That plant is designed to be 85% self-sufficient for fuel. The boilers are being designed to burn wood residue fuels. They will also be buying scrap and sawdust from mills all over the Waterville area for the wood-powered boilers.

Are paper milk cartons cheaper than plastic ones? The milk industry is contemplating switching back to paper milk cartons at a saving of eight to ten cents per gallon for the customer. This is widely favored, not only for the savings, but because paper is bio-degradable, and plastic is not. Plastic has many disadvantages as a container; it requires oil, which is not a renewable resource, and is hard to crush or dispose of, needing more landfill for disposal than its paper counterpart. Trees are a renewable resource, and paper is easily disposed of, although the plastic coating needed to waterproof it slows down the decomposition process. Paper cartons can be recycled by certain plants and used in construction paper, shingles, chipboard, etc.

Do Unions favor strict environmental controls? The unions are somewhat opposed to environmental controls because they see them costing jobs. The Clean Water

Act calls for pristine water by 1983 throughout the nation. This calls for removing all foreign chemicals, even salt, from every lake and stream. The technology and expense required to do this make the requirements of the Act unrealistic from an economic point of view, and is not technologically feasible at this point in time. Dumped snow in Westbrook adds salt to the river which is noticeable at the Warren plant and at times requires slowing down machines. Theoretically, the Clean Water Act would prohibit using salt on our roads in winter.

What kind of trained employees does Warren need? Of the 2,600 employees at S. D. Warren, 1,600 are involved in production, 55% of these workshifts; 400 work in maintenance and utilities; 200 work in clerical jobs; 400 plus are in supervision, management and research. The bulk of the people they train for production are trained on the job. There is little that the schools can do in the way of training the people for technical production jobs. Fifteen percent of the maintenance people come from the vocational technical institutes with some degree of skills. In clerical, about 20% come in with skills; 80% they train themselves. They prefer people with general skills, communication skills, and an understanding that business must generate a profit. They must understand that it is important to come to work on time, and keep breaks to the prescribed time allotted. One must take co-workers' feelings into consideration. How does the boss find out whether or not a new employee is doing a good job? He asks her co-workers. If she (or he) can't get along with co-workers, they will give her an unfavorable evaluation. Anyone working on a production line crew has to work as a member of a team. If she comes in late and leaves early, takes long breaks, or has other bad work habits that disrupts the production line, then the crew or co-workers evaluation will be negative. More people fail because they cannot get along with the people they work with than because of their relationship with management. Someone who tries to stick above the crowd and impress management will quickly get ostracized. New-comers should be aware that they will get to do all the little jobs that the rest of the crew finds bothersome. They might have to take an unfavorable shift, or even have to go from shift to shift because many businesses run on a twenty-four hour day. Warren's used to have $1\frac{1}{2}$ to $1\frac{3}{4}$ % turnover per year; now they find that young people are leaving after nine months or so, primarily because they don't want shift work. It is understandable that people want to work and have the same free hours as their family and friends, even though it means making less money. This is indicative of today's shift in values.

People who want corporations to be heavily taxed should bear in mind that any taxes the corporations pay must be passed on to the consumer in increased costs. Fringe benefits cost companies an enormous amount, and again, these costs are passed on to consumers because they represent thirty-two percent of the payroll. You hire someone at \$3.00 per hour; with added benefits, it costs the company \$4.00 per hour. Remember, from the early part of this talk, there really are no costs except the human effort cost.

Basic math and good reading ability are looked for in all new employees. People need to be aware that they have a personal responsibility to learn something about the job. Self-improvement is an employee's responsibility. The third biggest reason why management people fail is because they sit back and expect to be promoted automatically, when they should be doing some studying on their own. Business and government are both worried that young people today will not take management jobs and assume the responsibilities and leadership necessary to run the economy.

Educators have to produce better readers; the reading level of students has gone downhill in the past few years. Students should be encouraged to read as much as possible. Life is so complex today that avid reading is necessary to keep abreast of what is going on. Parental backing is necessary. This is noticed to be sadly lacking.

Students should be taught basic paycheck economics; the art of budgeting. A person must learn to solve his own problems. He must list his priorities and make them stay within his resources rather than look to someone else to solve them for him (such as the company raising his pay because he cannot adjust his living style to fit his pay). Unions, state representatives and others are relied on too frequently to go to bat for us when we should be relying on ourselves to solve our problems.

Date: December 12, 1974

Workshop #4: S. D. Warren Company, Westbrook
Russell Day, Training Director

What kind of employees do you need in your business?

The S. D. Warren Westbrook mill has roughly 2,600 people and operates twenty-four hours a day, seven days a week, fifty-one weeks of the year. The papermaking process must run continuously to be economic. Thus the majority of our employees (1,413 on shifts and 1,173 on days) work shifts, as do people associated with other twenty-four hour operations such as chemical processing, large manufacturing operations, utility plants, hospitals, fire and police departments, etc.

We have roughly -

- 1,450 people in production and services
- 360 in maintenance and utilities
- 230 in clerical, technician and other staff functions
- 360 in supervisory, management and professional categories
- 170 in research and development.

There are over 700 job descriptions covering the myriad jobs our people perform.

By and large, we do most of the training of people for production and services "on the job." Some maintenance and utility personnel come from vocational institutions, but here again the majority are trained on the job. This is also true in our technician and staff area. Over half of our supervisory/management/professional complement has "grown from the ranks," the balance coming from four or more year college people.

I guess I would have to sum up your question by saying that we need people from all walks of life, and in a large part people who will work shifts. Since we do a lot of on-the-job training and depend a lot on growth from within, we obviously need people who show desire and are interested in making the extra effort to prepare for jobs other than their own so they can step ahead when the opportunity arises.

What do you look for in terms of promotion to better jobs?

I would like to digress here for a few seconds to point out that a company, a business, a school, a government agency, etc., is nothing more than a group of human beings working together to produce a product or render a service for society more efficiently, with better quality, and at a lower cost than they could do separately, as individuals. Whenever we have group interaction for a common purpose, the product or the service, the group functions under rules and procedures designed to achieve the greatest harmony, output, quality and efficiency. Thus, the success of most human group endeavor is teamwork under the guidance of the team captain.

Our experience over the years bears out many national surveys on why people succeed and why people fail in regard to promotions and advancement. These surveys often mention the following in about this order of importance:

1. Poor personal relationships with other people, especially management.
2. Lack of individual initiative and confidence.
3. Failure to put in time for self-improvement
4. Inability to appraise or analyze their own weak and strong points
5. Lack of understanding of the management point of view
6. Inability to adjust to change

Another important answer to "the advancement to a better job" question is tied in with economics; a business has to be profitable and expanding to create new and better jobs. Nationwide, it takes \$33,000 of capital investment on the average to create a new job in manufacturing. New capital for new jobs can only come from profit. Depreciation merely replaces existing or worn-out equipment and sustains existing jobs only.

Therefore, it is highly important to promotability and advancement that everybody on the team understand what Sam Gompers, President of the American Federation of Labor from 1886 to 1924, said; "The worst crime a company can perpetuate on its employees is to not make a profit."

Why supervisors fail - also why people do a good job or a poor job, or why they don't get "ahead" - (In approximate order of importance)

1. Poor personal relationships with other people, especially with management.
2. Lack of individual initiative - afraid to take a risk or make a change.
3. Lack of confidence - afraid to make a mistake, afraid to ask questions.
4. Failure to put in time for self-improvement; failure to understand that improvement in supervisory ability or skills is a personal responsibility. Promotions don't usually come automatically!
5. Inability to appraise or analyze his own strong and weak points, and work on them.
6. Lack of understanding of the management point of view.
7. Lack of organizational ability; not adept at goal setting, goal achievement, and goal changing when necessary.
8. Inability to adjust to change.
9. Major change in product or work procedure; skills, knowledge, background inadequate for new process or methods in the plant.
10. Unwilling to pay the price for "success" - is "success" the goal, or do I really want to be a boss? "If you don't like the crows cawing around your head, don't climb the steeple."

In reference to item No. 4, the personal responsibility for self-improvement and/or continuing education.

"The school of experience is a great school,
but its graduates are often too old to go to
work."

Henry Ford I

"The most valuable result of education is the
ability to make yourself do the thing you ought
to do, when it ought to be done, whether you
like it or not."

Huxley

"Develop an aggressive curiosity with a becoming
humility,"

Louis Stannard Baker

Date: January 9, 1975

Tour No. 11: Noyes Tire

Jack Meredith, Personnel, and Joe Thibodeau, Vice President in charge of manufacturing, greeted us in the Conference Room at Noyes Tire on Brighton Avenue, just over the Westbrook line. They presented us with a copy of their company newspaper and took a picture of the group for the next copy of the paper. They were very pleased to have a chance to participate in the Career Guidance Institute, viewing the meeting of education and industry as an excellent way of serving the interests of both.

Mr. Thibodeau presented a slide overview of the retreading operation that takes place in this plant. This was followed by a tour. The combination of the two views of the operation made this a very effective tour. The slide presentation was put together as a way of showing the employees at the other Noyes stores the process of retreading so that they might be able to understand the process and know what it entails since about sixty-five percent of the employees in the other stores have never been in the Westbrook plant.

Casings which are recycled come in from Noyes' sixteen profit centers and are purchased from a number of other tire dealers. Eleven people are employed in the area that receives casings. This is an unskilled, monotonous job since it just involves inspecting casing after casing for usability. Their biggest turnover in help is in this area. Considerable patience and the ability to withstand monotony are the chief characteristics necessary for this work. New young employees are particularly lacking in these qualifications and accounts for the high turnover rate. The tire is set on a stand and is inspected for excessive wear, cuts in the casing, broken belts, etc.; for any reason that might make it incapable of being recycled. Casings that pass the initial inspection are stored in specific areas. Physical strength is required in handling casings and stacking them. There are 74,000 casings stored in racks for retreading. The tires are marked for size and are pulled as orders for retreads are to be filled. Casings are put on wheeled racks which hold twelve tires, and carried from one phase of the operation right through to final inspection.

The final inspection before a tire starts on the actual retreading process includes a really close inspection of the tire, inside and out. The tire is placed on a venting machine which puts four needles into each side of the tire; this allows the air to break out from the cord to the outside of the tire, and prevents separation of the retread on the road.

Truck tires come in in another area of the building, and are inspected for recycling possibilities. Strength and patience are again required in this area. Basic reading and ability to measure accurately are essential.

Skills are required on the machines that do the actual retreading process, from melting the ninety pound rubber blocks and making usable strips of rubber to applying the strips and completing the retread operation.

In preparing the tires for rubber application, they go through a buffing operation. This is a noisy operation, and the men rely on their hearing as well as their vision in making sure that the tire is right for application.

They use two types of retreading processes; Bandag and hot-shop. In the Bandag process strips of tread are purchased with the tread marks already imprinted in them. These are measured and cut to fit the tires and applied in a cold process. In the hot-shop process, the rubber which is processed in the plant is applied in strips to the tire and they are pressed and cooked in machines which have interchangeable tread press molds. It takes about three weeks to train a man to run the template machines which press and bake tires. These machines are timed so that they run on thirty minute cycles, and one man goes from machine to machine unloading and reloading them one after the other.

At every checkpoint they check for quality control.

Cement is applied to the buffed tire. This job calls for common sense and good judgment more than anything else.

The rubber blocks come with all the necessary chemicals in them for producing tire rubber. They use 50,000 pounds every ten days in this plant. The rubber mill requires skilled workers. Two blocks are melted down and processed at one time. After it goes through presses for the first time they add a curing chemical (5.2 pounds to every two blocks of rubber). They add wood chips for special rubber produced for New Hampshire and Vermont tires, and they are referred to as sandpaper rubber. Twenty thousand snow tires are produced by this method each year. The chemicals that are added must be weighed exactly so this job requires a bit of intelligence and responsibility. The rubber goes through rollers and is pulled off in strips and hung on a "rubber tree". When it is stripped off the rollers, it is 210° due to the friction of the rubber going through the machines. If it gets over 215°, it "scorches" or "sets up" and has to be junked. It was quite obvious that the men working in this area had to be strong and reliable. Four men work in this area.

The rubber is tested to meet government specifications. The strips are stored in bins, coated with a zinc oxide mix which prevents them from sticking together.

To prepare truck tires for recapping, one must be able to grind the tire down to the proper thickness and fill in the holes with a rubber mix.

Following the preparation of the tire, and the application of the cement, the tires are placed on a machine that is controlled by an electric eye. This machine turns the tire as it applies the rubber strips. When the rubber is applied, the machine splices the rubber automatically. A person must work at these machines for eight hours without giving in to boredom. It takes a partially skilled person to run these machines and set the tire casings on them.

Another type of machine that applies rubber strips to tires is computer controlled. This requires a higher degree of skill in that the operator must be able to program computer cards that will control the application of the rubber strips. He must be sure that the proper card is inserted for the various sized tires and the correct controls are set. He checks to make certain that the tire is progressing in a satisfactory manner.

When the rubber has been applied and the tires placed on racks, they are brought to a section where there are large presses for curing the rubber and pressing the proper design, winter or summer, in the various sized tires. The presses are set up in a row of eleven. They run on thirty minute cycles. One operator goes from machine to machine removing finished tires and inserting fresh ones to be processed. There are double tire units as well as single ones. They run for different lengths of time, but produce the same results. The design presses have removable design molds for different sizes of tires. The operator must match the design and size with the tires to be processed.

Basic math, common sense, and a responsible attitude were the most evident qualifications needed for the majority of the jobs.

There is a vulcanizing department, however, this is pretty much of a lost art. They do very little vulcanizing. An example of a tire that would be vulcanized is a cut truck tire that still has a good tread. The vulcanizer has to know what rubber to use to patch the tire, how to clean out the cut, what grinding tool to use, what patch to use on the inside of the tire, the consistency of the rubber, etc. There is a man on the day shift and one on the night doing this work. Noyes has trained a couple of stand-by men in case of illness or to fill in during vacation time.

In the cold shop, or Bandag shop, all the tires have to be conditioned before they are processed. The Bandag process is about two times as expensive as the hot-shop process, but the tire is much longer wearing. After the Bandag strip is cut to the size of the tire and cemented to it, the tire is put in a rubber envelope and put on a rack in an oven where it is cured for four hours and forty-five minutes at 205° heat with eight other tires.

Some of the oven chambers are very deep and the workers must go into them to push the tires to the far end. This is hard work and requires a lot of muscle.

There are four women working in the retread shop and are found to be very good workers. The first women were hired for this type work about five months ago (about August, 1974), and they plan to have about twelve in the shop by next spring.

The truck tires are all painted by hand. There is no other way to do this phase of the operation. A handicapped "unemployable" has been trained to do this job and is quite content doing it. Noyes participates in various job training programs for hard to place employees.

Mr. Meredith led us on the actual tour of the plant. He used a portable mike and loudspeaker system which was most appreciated by the group because it enabled all of us to hear with little strain in spite of a great deal of machinery noise.

We observed casings coming into the receiving area being inspected and sized. They are equally busy in summer and winter, and must keep a supply of about 70,000 casings on hand at all times. They have other warehouses full of casings in addition to what we saw. Some of the casings come from as far as New York; in fact, many of their truck tires are purchased from New York City.

They were losing up to fifty percent on the fiberglass belted tires because of the breakage of the belt inside the tire casing. With modifications, they are now coming through somewhat better. They throw away fifty to one hundred tires a day that are unusable.

It was interesting to watch the men (two) working in the rubber milling room. We saw them strip prepared rubber from the turning cylinder and put new rubber to cure. They hung the rubber strips on the rubber tree as we had observed in the slides. This was really rugged work.

We passed through the vulcanizing room and saw men patching tires that might have had small cuts in them from rocks or glass.

The rubber dust in the buffing room is taken up through vents and out to a container. About five tons of dust is removed a year.

The large machines come from various parts of the world including the United States, Germany, Japan, Italy, etc.

We watched the molds open up and the worker remove the processed tire and place a new one in the chamber. A new worker was being trained at this time.

The rubber goes from three different baskets into an extruder which pushes it out like a tube of toothpaste into a die. As the die goes along over cemented rollers, the operator gets the right size he wants for the size tires he is running.

One that we saw being coated with rubber strips had a bubble in it. This was caused by an undetected hole of some sort in the tire, and the operator cut the new rubber and removed the tire for further inspection. The rubber was removed and reused.

The next area we went to was the Bandag process. There is a lot more hand labor in this area because each tread has to be cut to size. The ovens that cure the prepared tires will take forty-five tires at one time and cures them for a period of two hours, forty-five minutes. The envelope that the tires are placed in for the curing are designed to create a vacuum during the curing process.

Dollies transport the heavy tires from one area to another.

The finishing department is where they finish the tire, clean it, trim off excess rubber, and label it. If it is a whitewall tire, the whitewall area is cleaned and repainted so that it can be shipped without damaging the whitewall area. The whitewall is actually cut into the tire on a one and one-half inch strip of white rubber.

Back in the Conference Room, we met the office manager, and asked questions of him as well as of Mr. Meredith and Mr. Thibodeau.

Noyes is expanding into Massachusetts, Rhode Island and Connecticut. Expansion plans have been slowed a bit by the rise in interest rates and the difficulty of getting money. They are buying land and buildings, and continuing marketing and researching studies with an eye to future expansion plans. There are now three hundred seventy-five people on the company payroll. The various departments in the production area are working nineteen to twenty-four-hour days, six days a week. As the economy gets worse, the demand for retreads comes up. Noyes new tire sales have fallen off, especially in the most expensive styles, and they are finding it hard to keep up with the demand for retreads. Naturally, because of the difference in price, this means a much lower total in dollar sales.

The total employee benefit package includes life insurance, disability income, major medical, hospital insurance, nine paid holidays, two weeks pro-rated vacation, pension plan (paid for by the company), sick leave, funeral leave, and merit raises in addition to automatic raises.

Mr. Meredith had a list of thirty-one items that he thought might be taught in schools.

- Skills in information

- Ability to know and understand the free enterprise system

- Realize that through profit all money is generated

- Pride in workmanship

- Detection of traits that indicate ability and leadership, craftsmanship, and general areas of natural abilities

Understanding that failure to become president is not a failure
Being a male or female does not mean that traditional roles have
to be followed.

Job happiness is an obtainable goal.

Do not work in a factory just because the factory is there.

How to handle a job interview

Communication skills, all of them; listening skills, etc.

Basic arithmetic

Respect for property

Respect for another's opinion

Respect for authority which has been earned

A student who cannot read or write decently is a handicapped
person; just as handicapped as if he had no legs or no arms.

Spelling has slipped to a new low, particularly in males.

Understanding Social Security, withholding taxes, group in-
surance (why and how to use it), pensions, voting pro-
cedures, how to debate issues, ability to understand nego-
tiations and arbitrations, unions (pros and cons), the United
States monetary system

The ability to get along with people is the number one trait, not
job skill.

The need for apprenticeship and the ability to stay with a goal

The right to question orders which in the mind of the individual
is wrong

Stealing a little is stealing.

What are ethics.

Use as many conventional as the school department can get
their hands on

Anything that the schools can teach in the use of tools

Our country is going through negative changes because of human
greed and self-interest groups which cannot take action without
affecting all groups.

Attitudes are very important.

Students know that they have to have money, but they don't
understand why they have to work. They don't understand that
if they lose the first day of the week's work that they lose their
overtime, even if they work weekends.

Before the eighth grade, certainly before high school, some of
these points have to get into the minds of the kids.

Noyes is doing personality testing and is finding some very interesting things.
Everyone (present) has different personalities and different tolerances, and
are better at different jobs than others. These should be measured in children
at an early age so that a slow-powered child is not placed in a high-powered
situation.

Bob Morley, the office manager, sees the people who come to him for employment as very high quality. He feels that schools place too much emphasis on *training in skills*; this is something that a person learns on the job and perfects with time. Office equipment changes so quickly that something that is taught now is obsolete four years from now, especially in terms of keypunch and computer. They have a fairly heavy turnover in office help due to marriage and childbearing. They have some part-time office workers. Many of the retired people come back and work part-time.

Noyes has worked with work-release programs for offenders. This has been fairly successful because the men are brought to the plant to work and are picked up after work. Upon release from prison, they usually go elsewhere for regular work. They feel that it is unfortunate that more businesses do not participate in these programs.

Eighteen is the minimum age for employment because of the machinery. They employ a minimum number of work-experience students from the Greater Portland area. Most of the jobs, including office jobs, are on-the-job training.

Fourteen people were hired as a result of the University of Maine at Portland-Gorham Native Son/Daughter Program last year. Mr. Meredith feels badly that the program is not being run again this year.

Date: January 14, 1975

Tour No. 12: Burnham and Morrill

The tour of Burnham and Morrill began in the Conference Room with Bill Bush of Personnel, Karl Strauch and Paul Farr. We were oriented to the plant operation from a flow chart which gave us an idea of what to look for as we went along. We broke up into three small groups and began our tour in the warehouse. From there we proceeded to the top floor and followed the operation back to the first floor.

Receiving and shipping occur on the first floor level. Here cases of cans and bottles are brought in, loaded on conveyers and shipped to the upper floor where they are washed and prepared for filling. The sugar, flour and raisins used in the beans and brown breads are brought in here also.

The warehouse serves as a pool for Underwood products not carrying the Burnham and Morrill label; such as R.R. Plum Pudding, which is made here for R.R.; Accent; and Underwood labeled products.

On our way through the lower level, we observed the retorts, or pressure cookers. The bases of these rest on this level, but the top is on the upper floor, and they are loaded from there which gives an idea of the size of them.

The "new" oven room, 1947, is at the far end of this floor. These are large brick ovens. There are about sixty of them. Large pots containing five hundred fifty pounds of beans are placed in them, moved in and out by hoists. There is a liquid level control that automatically sauces the beans. When the beans come out of the ovens, they weigh about six hundred pounds. They are placed on a conveyor and taken, with the aid of a hoist, to the third floor.

All pork is cut on one shift. This is cut automatically in uniform sized pieces from large slabs. It is put in wheeled bins and taken to the third floor, where it is put in each can by hand. There were barrels of pork that were in a mashed state. These barrels are taken upstairs and the pork goes through a liquifying machine after which it is added to and cooked with the beans for flavor.

The ESR (Electronic Sorting Room) is an interesting place to observe. Here the large bags of dried beans pass through machines that scan them individually with an ultra violet light and reject certain unusable beans and any small rocks that might be among them. From these machines, the beans go through a wash process and through pipes to the top floor. From this point, we proceeded to the top floor. Here we saw that the beans were again inspected, this time by hand. Most of the inspecting, as well as putting the pork pieces in cans, is done by women. From the first hand inspection, the

beans pass over a riffle machine in a constant flow of water. They then go to another hand inspection station. Anything that might have been missed in previous inspections will be removed here, such as little black or discolored beans.

The next machine in the process shakes the moisture out of the beans and sends them downstairs.

On the same floor, we observed the Graco Pump that pumps the ground pork as mentioned earlier. We also saw the large vat in which the brown bread is mixed. The tin cans are washed in this area and go, via chutes, to the floor below where they receive the pork pieces. The beans are cooked here. The washed beans have come down the chute from the upper level, and they go into the large kettle-like containers. An automatic scale weighs the proper amount and then stops automatically. The kettles are moved on overhead tracks from one area to another. From here they go into the ovens. Meanwhile, pots of cooked beans are brought up to this floor, and the sauce is drained off to be replaced in measured portions as the cans are filled with beans. The drained pots of beans are emptied into large funnels that carry the beans to the lower floor where they are automatically fed into the cans which contain a piece of pork at this point.

We went downstairs and saw the cans proceed along the assembly line. From the pork placement area, the cans went along a chain belt conveyer to the machine that filled them with beans and then liquid sauce was added. There is a machine that caps the cans and seals them. The filled cans are placed in large circular containers and taken to the retort area. Several layers of the containers are lowered into the retorts, and they are pressure cooked as the final purifying, cooking step of the process.

The cans move along belts, rolling constantly. Glue is applied as the rolling can moves along the line. The can then passes over a stack of labels, and the top one adheres to it. The labeled cans move along to a machine that loads them into cartons, twenty-four to a carton. If the machine does not load the correct amount, there is a person at the exit end of the machine checking, and he/she will remove the carton from the line. The properly filled cartons move to a machine that applies glue to the flaps, folds them down in sequence, and applies pressure until they are sealed for shipping. The filled cartons then go down to the shipping room where customers' orders are filled.

The multi-level was seen as inconvenient for this size operation, but the company engineers have designed the operation so that it works quite efficiently with a minimum of wasted motion.

Mr. MacDonald, the general manager, spoke with us after the tour. He was asked about the merger with Underwood, and explained that Burnham and Morrill had previously been owned by stockholders. The Underwood Company bought the stock of the major holders and became a majority stockholder. It

eventually bought up all the stock and is now full owner. This is actually the Underwood Company producing beans on a brand name label, Burnham and Morrill. Burnham and Morrill beans are also processed in California. There is a slight difference in the taste of the East and West products due to the different type of sugar used in them. The advantage of being part of a company the size of Underwood is an economic one; more money is available for expansion or improvements, and it also gives Burnham and Morrill more leverage in the market on a national level.

Burnham and Morrill at one time processed beans under a variety of brand names, but discontinued this because there is more profit to be made in making fewer varieties. They bought out the Friends' Company in Massachusetts, and make their brand now in accordance with their recipe.

Asked if the state of the economy has affected business at Burnham and Morrill, the answer was in the negative. People, especially in New England where their biggest market is, have always recognized beans as a good, economical source of nutrition, and in times of economic hardships might even increase their use of them.

The job market and the increase in people with post-secondary education has not affected the hiring policies and practices of Burnham and Morrill. For one thing, there is a relatively small turnover in employees, and it is usually due to natural attrition; death, retirement, etc. There are three hundred eighteen hourly employees divided among the three shifts; three hundred sixty over all, including office staff and management.

Company benefits are good, and seen as one reason for the low turnover in employees. Benefits include Blue Cross/Blue Shield, major medical, liberal vacations increasing with seniority, educational benefits when job related, and good pay. Pay starts at three dollars one cent (\$3.01) per hour, with a nighttime differential of twelve (\$.12) cents per hour.

In regard to accident rate and compliance with Occupational Safety Health Act regulations, thousands of dollars have been spent to improve safety and the severity of accidents is kept to a minimum. Ear plugs have to be used in many areas because of the noise of the machinery.

Education can teach the students communication skills; listening, self-expression in regard to needs and doubts. Industry is willing to train workers to operate their machines, but they can't teach them much if they have not learned to listen.

A high school diploma is not required to work in the processing end of the operation. Physical handicaps would bar many from being employed here because of the physical set-up of the plant and because of the machinery. However, people with hearing handicaps are employed here and found to be excellent employees.

As a closing word of advice, Mr. MacDonald said that, particularly in management training programs, Underwood looks for young people who are aggressively ambitious and independent enough to do things alone. They want people who do not have to form a committee every time a decision has to be made.

Personal observations of the group included the cleanliness of the plant and the smooth flow of the operation despite the many levels. The tour was felt to be well organized and questions answered candidly. The fact that this tour was extended as a special and unprecedented favor to our group was appreciated. The purpose of these tours is to build a bridge between education and the world of work so that we can help students understand the needs of industry, and so serve both the students and industry better.

An extra bonus was the package of Underwood products presented to each participant at the end of the tour for which they were most appreciative.

Date: January 16, 1975

Tour No. 13: Sebago Shoe Company

Sebago Shoe Company was started in 1946 in the Bridge Street building which now houses the warehouse for raw materials and the cutting and sewing rooms. It began as an operation on the second floor of the mill building now used for milling operations entirely. They had the Mechanic Street plant built. Plans for the mill expansion fell through, and Sebago purchased the mill building. It also has a plant in Bridgton. All shipping of orders is done from Westbrook. They ship from 5500-6000 pairs per day. They employ over six hundred people in the plant and management part of the company, and have sixteen salesmen throughout the country.

Ninety to ninety-five percent of the workers are on piece work. This way, production remains high and workers set their own pace. No one earns less than two dollars twenty-five cents (\$2.25) per hour, and the average hourly rate is two dollars sixty-seven cents (\$2.67), with some handsewers earning as much as six (\$6.00) dollars per hour. Another high piece-work area is the cutting room. A person has the opportunity to move in many different directions, and an aggressive person is soon spotted by management and promoted as they see fit.

Sebago does a large export business as well as domestic. Their export sales are over one million dollars per year. Spain is a very good market for hand-sewn shoes.

When Sebago started they made only hand-sewn shoes. About fifteen years ago they introduced other styles. At the end of our tour we saw the pattern makers' rooms where shoes are designed and samples made. The style department studies European and domestic trends in style and these are followed. Based on studies, next year's styles are being designed now. They have their own die making section. Workers in these areas are highly trained with post-secondary specialization such as engineering or tool and die making. Their designs are mainly basic footwear with a heavy concentration in out-door sports footwear.

There are thirty-five employees in clerical or office occupations. They work in payroll and sales as well as secretarial. Ten are employed in the computer operation (an NCR 200).

Sebago Shoe is a non-union shop by choice of the workers. Their benefits include medical, health and life insurances, nine paid holidays, three weeks vacation, and profit sharing. The turnover in skilled workers is low, but the turnover in unskilled workers is very high. They work five days per week, from 7:30 to 3:00 p.m. It is a one-shift operation. The work calls for dexterity, good eye-sight (especially in hand sewing), and a good attitude toward work in general, and their job in particular. Management likes workers who want to keep bettering themselves (aggressive), and who are steady and

dependable.

There are one hundred forty-five different jobs (operations) involved in producing one plain pair of loafers.

The leather comes into the first floor of the warehouse which has 700,000 square feet of storage space. They are taken to the cutting room and different parts of the hides are used for different portions of the shoes. They have to be cut in a certain direction to prevent stretching. The cutting tools, which look like cookie cutters, are placed by the cutter and a heavy metal press comes down on them cutting the desired piece out of the hide. They are placed and cut for minimum loss of hide (which is bought by the square foot). The pieces are counted and elasticised and sent upstairs for sewing. It takes six months to a year to train a cutter.

The first machine in the sewing room is a marking machine. This marks the leather with silver paint where it is to be sewn. Skiving machines shave the edges of the leather pieces so that there is no unnecessary bulk at the seams. The piece of leather is placed on the machine and it runs around the edge of it; similar to the way a sewing machine would.

The machines that imprint the size and code number are very hot. They could be compared to branding irons.

After the pieces are marked, skived and stamped with the size, they go to the sewers. Here each sewer has the responsibility of assembling a certain portion of the shoe leather. As one moves along the line of machines, he can see the shoe taking shape. Certain shoes that have raised, stitched leather on the vamp (front portion that goes over the toes) have to go through an embossing machine first. This molds the leather which is then stitched around the mold.

When asked how the workers know what size shoe they are working on, Mr. Gilman of Personnel, our guide for the entire tour, pointed out small cut marks on the side of the tongue part of the shoe. A "v" represents 5, and a small moon shaped cut represents 1 (I will let a small "u" stand for 1 here); vuuu u would be a size $8\frac{1}{2}$, the $\frac{1}{2}$ shown by the small mark set apart from the others. On the other side of the tongue, the marks denote the width (vvvv would be a D width). When you purchase a pair of shoes, it is not always possible to see these marks because they are usually concealed by the sewing.

Some shoes are pre-punched for hand sewing. This is done on a machine in this area. Most of the shoes made at the Bridgton plant are of the pre-punched leather.

Two mechanics are on duty during the working day to keep the machines in top working condition. The mechanics frequently have to work overtime to work on machines that need additional labor.

There is an assembly area where people assemble the buckels and decorations which are sometimes on the vamp of the shoe. This is a job that calls for little or no skill, but considerable patience. Both mentally and physically handicapped could operate in this area. Manual dexterity is required in all sections.

At the Mechanic Street plant, we saw where the operation continues once the upper portions are completed. The upper leathers were hung from the ceilings in bunches.

We first observed the hand-sewers at the far end of the building. It was noted that only one woman works in this job. The reason is that it requires a great deal of strength and stamina. All the time that the leather is being sewn, the sewer must stretch the leather up on the shoe last, and shape and sew at the same time. It takes a great deal of skill. This is all piece-work. The average worker earns around one hundred seventy-five (\$175) dollars per week, some make as high as two hundred seventy (\$270) dollars. The foreman said that a top worker can hand sew up to forty pairs of shoes a day. There are inspectors all along the line of production to check on the quality of work. It takes at least four months to train a worker.

At the front end of the building we began to follow the progress of the shoe in construction. Approximately sixty percent are machine sewn shoes. The stitched uppers are put on a last; this is referred to as being married together with the wood. There are various shaped woods for different style shoes which are coded by different names such as "Jerry" or "Mac". The inner sole is put on, and the upper leather then pulled over the last and shaped to fit. A machine pulls the leather under the sole and cements it to the inner sole. Then they go into a machine that pulls, shapes and cements the back of the shoe. A third machine secures the rest of the leather to the liner. The basic difference between a hand-sewn shoe is in the amount of leather in the shoe. The hand-sewn covers the last bottom and top. The machine-sewn is placed on the last and the edges pulled under and secured. This is a big factor in the price of hand-sewn shoes, as well as the time it takes to hand sew them.

After they are cemented, they go through a dryer. The cement machines are between 250° and 350°. The shoes are on shelves that move slowly through a cylindrical dryer. The leather has to be roughed on the lower edges so that the sole will stick. This is done with wire brushes. A small piece of support, rubber or felt, is glued to the center of the sole. This is to offset the leather welt edges so that the outer sole won't sink in in the middle. A steel shank is put in all except the casual shoes. A special machine removes the last from the shoe at this point.

The shoes with stitched soles are put on a cobbler's sewing machine, and the sole stitched around. Some shoes have an inner sole that is sewn on and then an outer sole cemented. Some shoes have the sole cemented to the inner sole.

There is a machine for removing excess materials when a sole is too large for a shoe. The shoe is placed on the machine and is guided around while the machine shaves off the excess sole. This machine is rented as is much of

the equipment in the plant because it is so expensive to purchase.

After the heel is put on the shoe, it is put through a buffing machine that smooths off the rough edges made in any of the previous processes. This job calls for a steady hand and eye because if the buffer cuts the leather, the shoes are rejects and all the previous steps lost.

They have started using wood in the heels of some shoes again. This raises the materials cost of the shoe and also the hand crafting needed in staining the heel. The inner lining is also put in by hand. There are many phases of the operation that can only be done by hand.

Shoes are made here for various brand names. They make up orders for shoes for Sears Roebuck, L.L.Bean, and other quality shoes. These are made to their specifications. On the other hand, some Sebago brand shoes are made in other plants. This is a common practice among manufacturers of all items. It is cheaper for a company to have another company make a certain item for them then to invest in special equipment and do it themselves.

This was an excellent tour. Both Mr. Gilman and Mr. John Marshall, Vice-President and General Manager, were most informative in their talks. We appreciated the fact that they took time out of evidently very busy schedules to give us an overview and tour of the shoe making business from beginning to end. We were all impressed with the workmanship and quality of the shoes made at Sebago Shoe, and will probably buy our next pair of shoes with a bit of smugness because of our new-found knowledge.

Date: January 21, 1975

Workshop No. 5

The worksession's purpose was to determine just where we are in the Institute at this point in terms of the original proposal for the Career Guidance Institute. This session was scheduled to discuss strategies for implementing all the information we have received to date from industries.

"We're talking about Career Education; we're talking about an in-service activity related to "What is Career Education all about?" At our first session, we tried to focus on Career Education as a concept, not a program, because the Office of Education indicated that Career Education is a concept; but in order to fund it, you have to call it a program in order to restructure the curriculum to make it more relevant to the world of work. At the first session, we attempted to look at understanding, skills and attitudes (USA), and understand the concept of USA, that all of education should be oriented to these three goals. If we are doing our job, we will orient ourselves towards understanding good skills and attitudes." Education has had a tendency to stress the "U" first, but it was hoped that our visits to industry would cause us to change some of those letters around and put attitudes first, skills second, and understanding third. Dr. Berry distributed a copy of an article from "Today's Education", entitled "Straight Answers on Career Education," by Kenneth Hoyt, Associate Commissioner for Career Education, United States Office of Education. The article stresses that Career Education should be infused into the curriculum as part of regular subject matter, rather than a separate subject. It differentiates it from vocational education, and points out that it encompasses paid and unpaid work. Hopefully, the Career Guidance Institute will help us understand more fully the concept of career education.

Awareness, exploration, preparation; these are the theme words of all the career education materials being published. This is in line with the outline put forth by the United States Office of Education. Emphasis is changing from careers alone to self-development; who am I in relation to careers? what are my capabilities, strengths, weaknesses? In publishers terms, this is the domain of career development behavior. The goals for reaching each stage of understanding are characterized by objectives which are stated in terms of behaviors. Materials published for career education are often related to the cluster concept, and have a list of goals and behavioral objectives, activities, and evaluative methods. Activities, conditions and criteria are the three necessary components of a behavioral objective.

Feedback from the evaluation sheets made out by participants at the worksessions is used to give the directors a sense of direction as to how they

can more effectively operate the workshop and tours so they will be most beneficial to the participants. The tally sheets composed from the feedback offer a diverse range of opinions. The tours themselves are beyond the control of Dr. Berry and Mr. Freise; the tour guides are fully responsible for what goes on there. They have an outline of the type of information we are looking for, but it is up to them as to whether they follow it or not.

We reviewed our tour of Burnham and Morrill. We looked at the structure of operation hierarchy from the general manager down to the assembly line workers. Dr. Berry pointed out the main differences between a corporation, company, and a partnership. A corporation usually sells stock, is run by a board of directors, and the management responsibilities are delegated by the board to a management team. A partnership is usually two or more people who hold a complete ownership of an operation by stock or partnership agreement. A company may be a single person, or a group of people who delegate or perform a management function themselves. The set-up of the organization is for legal purposes.

We discussed how the flow chart in the conference room gave us a preview of the flow of raw materials to a finished product. The major departments were identified as receiving, shipping, ovens, inspecting, packing, labeling, sanitation, Electronic Sorting Room, engineering, marketing (which is handled by the Underwood Company), quality control, sterilization. Marketing is the key function because if a product does not have a market, then there is no need of production, and a company goes out of business. Specific careers identified were: foreman, superintendent, bean washer and inspector, industrial engineer, baker, pork cutter, secretaries, general manager, sanitation inspector, packer, labeler, glue man, basic laboring jobs, mechanic, test kitchen workers and quality control. The majority of the jobs do not require any education beyond high school, or even a high school education. Since they stressed that they prefer to train their own workers, the implication for educators is that we stress attitudes. They want a person to have common skills that are associated with communication and human relations. They stressed at Burnham and Morrill that they sought leadership qualities in their workers, especially in management trainee programs. They want someone that is capable of getting a job done without outside help. There is such competition in any major industry today that very few are allowing outside groups to tour their facilities for fear that the group will be infiltrated by competitors.

In several of our tours we have observed what were once small companies are now owned by national companies. This changes the whole structure of the company and the hierarchy of operation management.

It was commented on that production line jobs are very tiring and tedious. It had been pointed out to us on the tour that people are changed from one area

to another during the day to break up the monotony. It was concluded that what might seem to the casual observer as a very undesirable job because of lack of creativity or motivation would be appealing to someone else for those very reasons. A production line job could provide a good income and cause little pressure. It is a job that one can leave and forget until the next day. One must realize that different kinds of people function well in different types of jobs. There are jobs available for ambitious people which carry the pressures that some people thrive on, and which can involve having to relocate to get ahead in a large company.

The noise was hard for the participants to take, but was seen as part of the high speed operation which is necessary for top production. It was noted that the Occupational Safety, Health, Clean Air Act regulations were complied with in terms of ear protection.

The implications for education include making students aware of the food processing operation, the educational, physical, and emotional needs of an employee in that type of operation.

We formed groups of four to five and made up a list of ten vocabulary words that might be introduced to elementary students as a result of our Burnham and Morrill tour. These were collected and will be tabulated at a later work-session, and will be used as a tool in career awareness.

Dr. Berry indoctrinated the group to Competency Based Teacher Education (CBTE). This comes back to performance objectives, and the evaluation of a teacher or educator in terms of competencies, and do they possess those competencies to adequately perform in a classroom, and can anyone, as an outsider, go in and evaluate that teacher in terms of the competencies as to whether or not he/she does possess them. The school boards like this because it is a definite basis of accountability. As a profession, it gives teaching a method of controlling the level of professionalism possessed by its members. The growing pressures for individualization in education have contributed to competency based teacher education.

Dr. Berry has been involved in competency based teacher education for the past three years. He is co-director of a thirty-two thousand (\$32,000) dollar project for the purpose of making an impact on vocational teacher educators. They identified, in New England, fifty vocational teacher educators, people who are involved in the education of teachers. They have to train these people to use competency based teacher education because in twenty-nine states, currently, the only way a teacher can become certified is to pass a competency evaluation. The Professional Standards Advisory Committee in Maine is pressing for this. There were forty-five teacher educators from the New England states who met for a three-day workshop to introduce them to competency based teacher education; what it is, where it is at, and where it is going. They were presented with assumptions that are inherent in any performance based, com-

petency based teacher education program or certification. The assumptions are basically these: (1) there exists a set of performances that are important for all teachers to possess; (2) it is reasonable to identify and define in set standards, relative to performance of the teacher; (3) that once identified, the teacher must possess the knowledge and skill to teach the relevant performance; (4) that teaching can be characterized as the sum of all the performances; and (5) the performance is measured in relation to school learning.

There is a bibliography of competency based teacher education materials which is available from each of the fifty states' Department of Education. Research has shown that there are 386 competencies that a teacher must have to perform adequately in the classroom. Ninety percent of these competencies are required of any educator whether he/she is an elementary or physical education educator, etc., and that the competencies relate to the functions that they perform. One competency is execution, one is evaluation, one is guidance, one is management, public and human relations, general school activities, professional role, etc. There are numbers of competencies in each role. All competencies are evaluated in terms of behavioral objectives. The implications of this is that a teacher can be evaluated by anyone using the Competency Based Teacher Education guidelines. It can also be used to determine if someone already possesses certain competencies that are taught in formal courses. Credit would be given for competencies so that courses would be more relevant and not repetitious. If someone already has a competency, it is a waste of their time, and the school's time to make them take a course teaching the skills they already possess. In New York State, as of this year, every teacher education program has to restructure its curriculum to meet the Competency Based Teacher Education standards and be competency based. This refers primarily to Professional Education courses.

A college gives a new teacher basic tools for his/her profession. Skills develop with time and through on-the-job experiences. It is impossible to prepare a finished product. Competency based teacher education determines the competencies that are necessary to begin a career as a teacher. They list the basic essential qualities and qualifications. Professional Education Standards Advisory Committee (PESAC) is looking at competencies that a teacher must develop as he moves along, and that he must improve for re-certification as determined by local standards set by local staff development committees throughout the State. The New England participants of the three-day workshop are helping their particular states develop modules, in what is called a State Plan, for the development of Competency Based Teacher Education (CBTE).

Date: January 28, 1975

Tour No. 14: Osteopathic Hospital of Maine

Mr. Jack Fecteau, Executive Director of the Osteopathic Hospital, met with us in a classroom on the ground level. He explained the set-up of the Osteopathic Hospital from the Board of Trustees through all the supporting occupations. Dr. William Wyatt, Past-President of the Medical Staff, was also present, and defined osteopathic medicine and how it differs from allopathic medicine, in other words, the difference between a D.O. and an M.D.

The hospital is a non-profit organization, and the Board of Trustees is the final authority for everything that happens within the institution. The Board of Trustees is made up of citizens in the community representing many walks of life. Their role is policy approving, developing, and planning. They define the main mission of the institution. They are strictly a volunteer Board. Members of the Board attend a meeting once a month and, in addition, serve on various committees, i.e. finance. This entails a great deal of donated time on the part of the members. The Executive Director is responsible for all the fiscal and professional development at the institution in a partnership role with the medical staff. The kind of organizational structure a hospital has is totally different from industry. There is a medical staff composed of doctors who all have a private practice, and who make all the decisions concerning the care of their individual patients.

The medical staff has its own board of directors with a president. It makes the rules and regulations by which all doctors agree to abide during their association with the hospital. They work with and within the authority of the Board of Trustees, with the Trustees having the final say.

The rest of the employees of the hospital are under the jurisdiction of Mr. Fecteau. We were given a chart of the organizational set-up which demonstrated who was accountable to Mr. Fecteau and who was not. Mr. Fecteau feels that a hospital is a great place to work in any capacity because of the atmosphere of caring for others and giving of ones' self. There are opportunities for employment for a variety of skills from mechanic to surgeon. He sees hospitals as being steady employers, without highs and lows, in comparison to peak seasons in industry. Salaries have become competitive with industry. A team spirit permeates, and every job is considered essential to patient care. There are 450 part and full-time employees at the Osteopathic Hospital.

He mentioned the different levels of professionalism, such as R.N. and L.P.N. (Registered Nurse and Licensed Practical Nurse). In recent years, professions that were given little prestige have formed organizations and raised requirements for entry into them. For instance, Operating Room Technicians now have a national organization and hold conventions to develop their code of ethics and training standards; entrance examination, etc. In this way, they gain professional

status and recognition. The hospital has some in-house training programs such as EKG Technician and Inhalation Therapist.

Dr. Wyatt elaborated on the team effort in patient care. His example was a case of a patient requiring resuscitative measures, which the hospital refers to as a "code green". An inhalation therapist, anesthesiologist, physician, nurse, orderlies, and others each know their particular role in the treatment that has to take place; each is as important as the next.

Osteopathic doctors go through college and medical school, osteopathic medical school, serve an internship in an osteopathic hospital, and go into practice or residency. There are both specialists and general practitioners. About eighty percent of the staff is made up of general practitioners. Because osteopathic medicine concentrates on the whole patient, both viscera and soma, there are few who choose to become specialists. Although osteopathic medical practice seems to be just coming into its own, it is over one hundred years old (1874). The muscular-skeletal system composes about seventy percent of the body weight. Along with the central nervous system, the muscular-skeletal is our primary system for literally living. Viscera refers to our internal organs; soma is the outer make-up of man as a functioning animal. The viscera is seen as secondary to the soma because the chief purpose of the viscera is to serve the soma so we can move and have use of our muscular/skeletal/nervous system. Allopathic medicine ignores the muscular/skeletal system except when it is directly affected, such as sprains, fractures, etc. Osteopathic medicine thinks of the muscular/skeletal system as the primary system that is put there to be served by the secondary organs. This is not to say that the viscera is seen as unnecessary or unimportant; it is vital to the soma. The contention is that there is feedback between the viscera and soma, and that they should not be treated separately.

By way of illustration, Dr. Wyatt used the stomach of an ulcer patient. He would treat the ulcer directly and by muscular/skeletal manipulation. He contends that the patient will recover faster by this means than by ulcer treatment alone. The same applies to heart disease, headaches, or other visceral ailments. Every cell in the body is constantly feeding neurological impulses through the body. The trained hands of the osteopathic doctor can detect muscles affected because of internal malfunctions, as in the case of the ulcer. A pain in one region of the body can be caused by disorders in some far-reaching part of the body. A headache can be caused by a low-back or hip disorder because of the body's short-circuiting type of mechanism. A cycle can develop between diseased viscera and muscular/skeletal disorders.

Dr. Still, who founded the school of osteopathic medicine, had the philosophy that you take the total man in his environment. He was accused of being a religious fanatic. But his philosophy takes in the definition of a general practitioner, one who takes in the patient and his total environment.

A teacher in our group, Sandra Pillsbury, volunteered to be a patient to Dr. Wyatt's demonstration of an osteopathic diagnosis of what she called a "knot" in her back. Pain is the first indication of a disorder. Pain itself is a disease. It is a malfunction of the neurological system. It is a constant challenge to try to diagnose pain when there is no apparent reason for it. One of the most common pains is down the arm which comes from some malfunction in the back. What is frequently mistaken for bursitis can often times be treated by muscular/skeletal manipulation of the back.

When a patient comes in for treatment, the first thing an osteopathic doctor would do would be to notice the way the patient walks or stands to see if something in the pelvic region could be out of line. Fascia is a substance which makes the muscle/skeletal frame capable of standing up. Without it throughout the body, a person could not stand, sit, or operate in any fashion. A fascia distortion can be detected by the trained eye of the osteopathic doctor because the body will appear to be pulling off center (He compared it to pulling a sheet at one corner so that a diagonal misalignment occurs.). It also is accompanied by pain. Discomfort of this nature can also cause psychological disorders. Pain can alter the personality. When the patient lies on the examining table, the doctor scans the muscular/skeletal frame. He checks to see whether the lower extremities are in or out of balance. He checks the pelvic region for fascial distortion in the lower body. Dr. Wyatt proceeded to check Sandra's neck and discovered on her third and fourth cervical that they were out of line. He quickly adjusted this by manipulating her head and neck. Those close by could hear the cervicals snap into place. He then found the tender "knot" in her back that she had referred to. He noted that the second rib was stuck. He applied force through Sandra's arms which she had crossed in front of her. He used the heel of his hand as a fulcrum and proceeded to pop the rib free. He then continued to manipulate the muscles around the area to relax them and the tissues around the rib-head joint. Sandra said that her back felt much better after the treatment and that she had felt completely relaxed throughout it.

A number of patients go regularly to osteopathic doctors for health maintenance as opposed to having a specific pain or disorder. They go to get their muscular/skeletal system manipulated and examined for disorders that they are not even aware of so that they can have a higher degree of health and function.

They stressed that an osteopathic hospital takes care of patients with all types of ailments. Surgery and internal care is performed when necessary. The difference between the care received at an osteopathic and an allopathic hospital is that additional attention is paid to the muscular/skeletal; total patient in the osteopathic. The referral rate of the general practitioner is one to five percent. Specialists may be called in on special cases after the general practitioner has made his diagnosis and feels that a specialist's

services are called for. However, the general practitioner remains in charge of his patient, and is the one that the patient relates to.

The length of training and entrance requirements of medical school are the same for osteopathic and allopathic doctors. An osteopathic doctor is required to keep up with all the latest developments in medicine, and to attend fifteen hours per year of conferences and meetings designed to keep him up-to-date on new developments in medicine.

The present physical plant of the Osteopathic Hospital is overcrowded. The offices are housed in a building behind the hospital. Patients, occasionally, have to be put in the halls because of lack of room space. The expansion program has bogged down for lack of money, but there is hope of it being completed in the near future.

Mr. Wyatt chose to go into osteopathic medicine because of his contact with osteopathic doctors as a young boy. His sincerity and belief in what he is doing was enough to give any patient confidence.

We toured the hospital in two groups. We passed through the ground level section which contains the X-ray rooms, laboratory, pharmacy, and a station for the nurse who schedules the events of the day. From here, we went to the third floor and worked our way down to the first.

The third floor houses the Personnel Office, doctors' library for research, medical administration offices, conference room, and Mrs. Goodman's work space in the conference room. The Intensive Care Unit (ICU) and Special Care Unit (SCU) are on the third floor, also. These sections each have a head nurse in charge, but are closely allied because patients who have been in the Intensive Coronary Unit frequently are moved to the Special Care Unit for additional care before being moved to another floor. If in their first days out of Intensive Care Unit they have trouble, they can quickly be moved back from Special Care Unit. Most of the rooms have four beds, with the exception of one room which is private and used for a patient who might be disruptive to others and hamper their care in any way, or who might require special treatment and the use of equipment which cannot fit easily into the four bed units. There is a small kitchen and a supply room to serve this area. The Intensive Care Unit patients are each monitored to a unit that does a constant reading on their hearts so that the nurse at the nurses' station can keep an eye on the individual patients from her station.

We went through a passageway, which is now used for storage of records, to the surgery section. Central Supply has large autoclaves which sterilize anything that is to be used more than once. Disposable items are also stored here. There are four operating rooms and a recovery room on this floor level. The doctors and nurses have special "scrub" outfits that they have to wear while in the surgery unit.

The second floor is a medical/surgical floor with semi-private rooms. The nurses' station is situated in the middle. Most of the rooms have oxygen piped

into them and a tank of oxygen does not need to be used, only a bottle with tube and other necessary apparatus. An emergency tank is kept near the nurses' station which might be used in patient transport.

The Obstetrical Department was closed to us because the babies were being fed by the mothers. There are five semi-private rooms in Obstetrics and a two-bed labor room next to the delivery room.

When a patient has a G.I. (gastro-intestinal) series, the doctors do an additional examination of the sigmoid section of the large intestine which is hard to read on an X-ray due to the curve of it. This is done by inserting a long tube with a light into the far end of the intestine. The room where this examination is done is on the second floor. There is also a manipulative treatment room in this area.

Second East contains Pediatrics, and beyond closed doors is the isolation ward. The Pediatrics Unit is very small, but hopefully will be enlarged with the completion of the new wing of the hospital.

The first floor, just beyond the receptionist area, houses the records room where the patient's records are kept. A Medical Librarian is in charge of keeping the records in order. When a patient goes home, the record comes to this room and is coded. The Record Technician has to have two years post-secondary training and be certified for the position. Sometimes retired nurses will serve as record technicians or librarians; a position they fill very well because of their background. Emergency and out-patient treatment take place in this area.

First South and North are semi-private patient units. The Admittance Office for in-patients is here. There is a re-habilitation unit and a treatment room. There are few volunteer workers and no candy-striper program. When the hospital is enlarged, there will probably be a need for more volunteer programs. As mentioned before, space is a problem for the Osteopathic Hospital at this time.

Our hosts were very open with us and gave us a good overview of the operation and a good tour.

Date: January 30, 1975

Tour No. 15: Emery Waterhouse

The new Emery Waterhouse complex is located on Rand Road in Portland. The building is a year old. The section that houses the offices is attractive from outside and spacious and attractive inside. The warehouse is the largest with 140,000 square feet of space and a thirty-two foot high working area. There appears to be much unused space, however, the plant was built with an eye to future growth.

Emery Waterhouse is one of the few companies in the area with a four-day work week. The normal work day is 7:30 a.m. to 5:30 p.m., Monday through Thursday for office and warehouse personnel. Truck drivers work the same hours Tuesday through Friday. All warehouse personnel are bonded.

The upper floor in the office section contains the executive offices. We entered the warehouse from the second story level. This gave us a chance to view the over-all operation. Mr. William Darling, the company Treasurer and our guide, pointed out that we were looking at about 35,000 items. The majority of stock was stacked on easily accessible shelves which reached to the ceiling. There is one security area in which guns and ammunition are stored.

Most of the items can be found in the Trustworthy Stores. Not all goods sold by Emery Waterhouse are here. They have a warehouse in the commercial district of Portland that handles linoleums, and Edwards and Walker which carries industrial supplies.

Trustworthy Stores are a franchise operation owned by Emery Waterhouse. They own about a half-dozen stores, and serve about one hundred thirty-five independent stores which are franchised by them. In addition to franchise customers, they serve about seven hundred other hardware customers and fifteen hundred customers that they supply other merchandise such as floor covering. All business is wholesale with the exception of their employees, who can buy merchandise at wholesale prices.

Surplus items or broken lots are handled in two ways, they offer the merchandise to their dealers at a special first, then what is left over, they sell to a dealer who will buy truckloads of items. Marden's, in Waterville, is the buyer of surplus goods; he has a good working arrangement with Emery Waterhouse.

Four large oil heating units keep the warehouse at 65°. The warehouse is very clean. There are both male and female employees, and each have an assigned

motorized vehicle which they operate to move the merchandise. These are all electric, and are plugged in to wall units overnight for recharging. The warehouse is a hard-hat territory. The accident rate is practically nil. There are sixteen truck bays in the warehouse which are usually all kept busy. There are only eighteen people working in the warehouse handling the filling of orders and stocking the merchandise. This was surprising in view of the number of items and the size of the warehouse, but it seemed to be running smoothly and the management is satisfied.

One of the biggest problems in the industry is the damaged merchandise. An entire area was stacked with damaged goods waiting the return of the salesman for credit.

There are forty salesmen on the road covering Maine, New Hampshire, Vermont, Eastern New York, and Massachusetts. They extend one million dollars worth of credit per year to their customers.

In addition to the floor covering warehouse in Portland, there is one in Manchester. All hardware items are stored here at the Rand Road facility. The Kelvinator merchandise comes to the warehouse by rail. The track runs along the back of the building and can accomodate five railroad cars. The stock ranges in size from fish hooks to Kelvinator appliances. They control the Glidden line of paints in Northern New England, and operate in five states. They are the largest purveyor of fishing equipment east of the Mississippi.

The merchandise is assigned computer numbers and is ordered by the store or the salesman over an adding machine type device that records the order on magnetic tape. At the end of the day, the computer will automatically pull the order over the phone and list quantity and code number. The order is then fed down the pipeline to the main computer which is in Columbus, Ohio. It cooks out there and comes back at 6:37 a.m. in the form of the day's work. The tickets are all done, in sequence, so that everything can be pulled. The trucks are loaded in sequence the same day, and the customer receives his order the next day.

Like the office section of the plant, the warehouse was built with an eye to future growth. The economic slump does not seem to have had too much effect on business. Hardware items are a necessity for home maintenance. The do-it-yourself person needs tools, and provides a good market for hardware items.

T.V. monitors constantly scan the warehouse as a security precaution. Mr. Darling's office has a monitor and two observation windows. His office was originally designed as the warehouse manager's, but it was found to be more practical for the warehouse manager to be situated in the warehouse itself.

The computer room contains a PDP11 to do some of the work of this plant. The more sophisticated work is accomplished in Ohio. Two women work in this room. The keypunch machines are in an adjoining room. There are six machines and

four full-time operators. Temporary help is occasionally hired during inventory.

There is a print shop where they print their own catalogs. The only thing they cannot print is color. Their catalog is very large. Much of the information will be put on micro-fiche in the future.

The advertising department is to the rear of the office section. Louise Fecteau, who started working for Emery Waterhouse on a temporary basis in the warehouse during their move, is now employed full time doing advertising layouts. They contract out the work for color printing and TV advertising. The words in the TV advertisements are written here, but jingles are written by a national company. They generate one million flyers a year from this office. Trustworthy and twenty-eight similar companies across the country contract with the same firm to write and produce commercial jingles. There is an illustrator here who does all the art work for the flyers.

There are five main buyers and five buyer's assistants. They must work with the computers. It is called a scientific buying system, and is quite sophisticated. The Kelvinator manager handles the buying for that product. The buyers are each in charge of specific products such as farm and garden, hardware, plumbing, etc. They lay out the store plans, provide the fixtures and manpower to set up new stores under the Trustworthy banner and other franchises owned by Emery Waterhouse.

There are two hundred employees with almost half of them working out of the plant, such as salesmen, truck drivers, etc. The plant is non-union. It is a corporation and stock can be bought. The stock does not pay yearly dividends; the profits go back into the company and the stock appreciates in value.

In addition to Mr. Darling, our guides were Ernest Olsen, Customer Relations, and Russell Bradley of the Sales/Management team. We met in the Conference Room, and were joined by Joan Connover, who is in charge of multiple operations in the office. There are quite a few women in administrative positions, most of which have moved up from office jobs. People running the business end of this operation are more generalists than specialists because of the variety of ways for handling different situations. They handle the paper work for the in-town operations in addition to their own warehouse.

The discussion was opened to questions from the group.

When they have an applicant for an office position, the first thing they do is test the applicants math ability because of the extensive use of the computer. Typing is not essential for the majority of jobs. A math aptitude is more important than specific knowledge, such as algebra. Calculators are used extensively because of discounts allowed from various outlets.

The scientific buying system mentioned earlier keeps track of inventory, makes

decisions about buying based on what has happened in the past, what is happening now in terms of demand, what minimums of weight is needed to get the best price, and a number of other things. There are several data elements coded against every item so that the system can make it's decisions. One data element out of place can throw the whole process out of line.

Office workers begin at two dollars ten cents (\$2.10) per hour and advance on merit. The average salary is ninety (\$90.00) dollars for the four-day week. Company benefits include the usual insurances, a modest pension plan, etc. The four-day work week is credited to superior office workers and with a drop in employee turnover. Most of the turnover is due to pregnancies. They use part-time office help in the summer, and have had work-study help in the past, but not at the present time.

The beginning pay in the warehouse is one hundred twenty-five (\$125.00) dollars per week. There are seldom opportunities for overtime. Warehouse workers can apply for openings on the office staff, and there are cases where additional education would be subsidized if the worker's superior felt it was called for and was applicable to the job or advancement in the job.

In addition to vacations, the workers look forward to about eight, three-day work weeks due to holidays that fall during the week. Around Christmas time everyone has, one way or another, almost another full week of paid vacation. This has to do with the years' end and inventories.

As mentioned in other businesses, attitude has become more of a problem than in the past. Emery Waterhouse has seen a slight improvement in the past year due to the economy and the difficulty of getting another job to replace their present one.

The appearance of the staff prompted the question of a dress code. There is not a defined company code, but Mrs. Connover said that she has one that allows for pant suits as an alternative to dresses. Carefree dress styles are not tolerated. The office staff, as a whole and individually, was noticeably well groomed.

Handicapped persons are employed here in areas where their individual skills can be utilized or where they can be trained.

Areas that education can prepare students in are shorthand (not just for transcribing and dictation purposes, but for personal note taking), and English (the ability to compose a letter from a brief outline); sentence structure is weak.

Date: February 4, 1975

Tour No. 16: Holiday Inn Downtown

Our tour of the Holiday Inn began in the main lobby. The Manager, Mr. Gustave Tilman and the Assistant Manager, Alan Burton, greeted us and Mr. Burton led us on the tour.

We took the elevator down to G3 where the swimming pool is located. They are in the process of putting shakes on the walls because the moisture has caused the paint to peel from the plaster walls. The pool is kept at 78°.

From the pool, we walked through the G3 parking level and into the housekeeping department. Mrs. Haskell is the Head Housekeeper, and she is responsible for from 25-50 employees, depending on the capacity at the hotel. During the summer months when all the rooms are filled, it requires a total of fifty maids, porters, and laundry workers to keep up with the laundry/housekeeping needs of the hotel. Holiday does all its own linen, including that needed in the dining rooms. There are five year-round employees in the laundry, and extra help brought in during busy seasons.

We went up to the kitchen, and the Executive Chef gave us an excellent tour of the facilities. The first thing we all noticed and remarked on was the cleanliness of the kitchen. It is one of the largest kitchens in the State of Maine. It is designed so that they can prepare 1800 meals at any given time. The "function" room holds 1200 people, and another room on the second floor holds 275-300; plus the dining room with a seating capacity of 300. Therefore, the kitchen had to be geared for mass feeding. Two chefs handle most of the heavy cooking, and five others cook on the day shift. There are incidental helpers in preparing the food, dishwashers, pot washers, etc. Two additional cooks are on the night shift, salad men are also on this shift. All the preparation for the whole kitchen is done on the far, back side of the kitchen. There is a "second" broiler system that is used mostly to broil meats for banquets. The meats broiled for the dining room are done on the other side of the back island of cooking units. They have six convection ovens which are used for baking or roasting. They can roast nine standing ribs at one time in each of these ovens, for a total of fifty-four standing ribs at one time. A micro-wave oven is used as a back-up to quick-heat something or bake a potato in four minutes. Meats, such as roasts, are not cooked in these ovens because they do not brown meats. Foods can be burned to a crisp in a minute in a micro-wave oven if not carefully tended.

The convection oven speeds up the regular cooking process because it has forced air in it. There is a giant fan in the back of the oven that forces the heat through the food. The micro-wave cooks food by radio waves. A plate placed in a micro-wave oven would never heat up because there is no moisture in a plate. Food must have moisture to heat. Bread, which has low moisture content, will warm,

but the second the moisture is used up, the bread will get very hard. The convection oven cuts down cooking time by about one-third from the conventional oven. Small pieces of meat do not roast well in a convection oven. The heat is so high that a small home-type roast would cook too quickly in a convection oven. The convection oven is used for baking breads, cookies and such, but the baker has to be very careful to keep a close eye on what is cooking, or it can burn. Five or ten seconds can mean the difference between something done just right, and something being ruined. A minimum of baking is done now because people are cutting down on dessert consumption. It is difficult to get bakers today.

The next unit was called a flat top stove. The entire unit is hot at one time so a great many pots can be heating at the same time. A large unit with water in the bottom is heated to keep cooked foods, such as vegetables, hot. The utensils are set in the hot water and the hot foods taken as needed.

The pot washing area was along the back wall of the kitchen. All the pots are washed and stored here.

Mr. Taffner, the Executive Chef, pointed out the Gaylord Hood over the cooking island. This is a unique piece of equipment, which performs several functions. It takes away all the heat, steam, cooking odors, etc. It provides the lights for the lines. It has two built-in fire extinguisher systems; one being a cold water system, the other CO₂ system. The water system activates the minute a fire starts in the cooking area. The CO₂ system comes on after three minutes if the water system fails to extinguish the fire. When the CO₂ system comes on, the water system is automatically shut off, as well as the hood and all electricity to any electrically heated unit. It also has a built-in cleaning system. At the end of the day, a stop button is pushed. The hood automatically shuts off and the cleaning system comes on. A cleaning fluid and 180° water are injected into the hood and the grease and grime are washed down a pipe and into the sewer system. This method causes a backlash of steam, and the cleaning men will wipe off the exposed parts of the hood. This hood costs \$1,000 per foot. It is twenty-two feet long. There are only four or five of these units in existence at the present time. In addition to the automatic fire features, there are long handles on both sides which any of the cooks can hit in case of fire, and the fans will shut off all along the unit.

An electric skillet can do 800 orders of scrambled eggs at one time, or it is used to make sauces, saute meats, etc. It can be tilted so that the food pans can be automatically filled with no scooping or ladling. Everything is on wheels so that there is a minimum of lifting and carrying. Everything here and throughout the building is electric. Steam units are electrically heated with a steam generating unit in the bottom. There is a large soup kettle similar to the skillet, and operates in a like manner.

In case of power failure, the Inn is connected into two electric generating systems in the city, and has an auxiliary generator of their own on the roof. Their own generator will supply the kitchen and all emergency sections. It has been used.

There are portable buffet wagons, both cold and hot. These carry trays of salad items for the salad bar, rolls, or any other items needed. The salad items are kept cold by special cold plates placed under the containers, and the hot items are kept warmed, both electrically. By state law, there are "sneeze" shields over these bars. These are glass so that you can see the items, but they protect the food from sneeze or cough germs. If any inspector catches a place not using "sneeze" guards, he/she will make them throw all the food in the containers away.

There are three stand-up units on the far wall. One is for salad ingredients, one for fresh meats, and one for frozen. A store room contains less than case loads of canned fruits, vegetables, and sauces. Full cases of goods are stored elsewhere. Inventories are taken frequently, and constant price checks are made. The prices on the menus reflect the rise in costs and require changing from time to time. A complete inventory of the kitchen is taken every fifteen days. Mr. Taffner said that he spends three-quarters of his time punching a calculating machine, not cooking, because he is responsible for the food buying and must make management aware of fluctuating costs so that the food end of the business can show a profit.

In the salad area, a list is given to the salad man a day in advance telling what he must prepare for the next day. He prepares salads, fruit cups, etc. in preparation for up to 1200 people, in the case of a banquet. Sandwiches are also made in this area.

There is a bar where the lunchtime waitresses can pick up fruit cups and salad dressings for their customers. They are not allowed in the stove area for any reason. There is also a large dessert bar from which the waitresses get menu desserts. There is a lunch room for the employees at the side of the kitchen. There is no eating done in the kitchen. Smoking is also banned. Anyone caught smoking in the kitchen gets squirted with the fire hose. After this initial gentle warning, there is no second. The doors for the waitresses in and out of the dining room are electric.

Each section in the kitchen has its own refrigeration. The waitresses get their own juices and milks. There is a "wet" station just outside the kitchen door where they make their own coffee and tea. They get their own toast orders for breakfast. The waitresses are responsible for keeping this area clean.

The dishwashing area handles the dishes for both the banquet hall and the dining room. The banquet hall people leave their dishes stacked in special containers in a passageway between the banquet hall and the kitchen. For a banquet of 1200 people, you would have approximately 7,000 dishes to wash. It takes about four hours. They are washed in the same trays that they are stacked in in the dining room, and they are stored, clean, in these same trays. As everything else in the kitchen, these are easily rolled about so that there is no lifting and carrying involved.

They also have their own ice making machines; one for the dining room, one for the banquet hall, and one for the bar.

This kitchen is set up so that there is not any reason for excess personnel to be in there. The banquet people have their own facilities, and all the foods are prepared and stored in their area. The bar personnel have everything they need in their own area. This might appear a bit harsh to an outsider, but with the amount of food prepared in this kitchen, they must operate at top efficiency, without extra people under foot.

There are about forty banquet waitresses on call. Their area is separate from the main kitchen. All the supplies that they need are stacked and ready to wheel into the dining hall. There is an electric plate heating cabinet that heats the plates for a period of time before serving as an aid in keeping the food hot. They have facilities to make 400 cups of coffee at one time, and a unit that can store 1,000 cups of hot coffee for over an hour. The heated plates are rolled into the kitchen, the food is put on them and they are stacked, ninety-six plates at a time, in large heating units. These serve as wet or dry heating storage boxes, depending on the dinner. They plan to have the food in these boxes a minimum of time between kitchen and dining room; fifteen to twenty minutes usually. Problems arise when groups prolong their social hours and the food has to be stored too long. Mr. Taffner is noted for being prompt with his foods, and will not be responsible if there is a requested delay in serving time. The heating units will continue to cook the food in them, so rare roast beef could be well done if not served on time.

Mr. Taffner puts in between sixty to seventy hours per week. His position is salaried. If he had been hired previous to the opening of Holiday Inn, he would have had a slightly different arrangement of the cooking units in the kitchen. He was previously self-employed in Vermont. He became interested in cooking while in the service. He likes his job, but finds that he is working while his friends are out having a good time. Cheffing hours are long, and keeping the public happy is a big responsibility.

Most regular kitchen staff work an eight hour day. There are two shifts. The day shift has had little turnover in the staff; the evening shift has a large turnover of staff. The staff puts in a six-day week. They do not get paid time and a half until after forty-eight hours. Pay regulations are different for the food industries than for others.

Because of his schedule, Mr. Taffner sees salesmen only during specific hours on certain days. He works out of his office adjoining the kitchen. This office space is shared with his assistants. Holiday Inn does not believe in providing luxurious office space. They would rather put all space to use. The kitchen office was adequate for its purpose. Mr. Taffner would have preferred that it be located so that he could oversee the kitchen while he worked.

The Food and Beverage Manager, Mr. Hall, and Mr. Taffner take over for each other during vacation time. They worked together for seven years prior to coming to Holiday, so they have a good working relationship.

They have hired Southern Maine Vocational-Technical Institute graduates, and will be using a Westbrook Regional Vocational student this semester on a work-study basis. This student has worked in the kitchen here in the summer, and plans to attend the Culinary Institute after high school graduation to become a chef. The pay scale for beginning chefs is low and discourages many culinary students from staying in the field.

Mr. Burton took us to the eleventh floor and showed us some of the suites that can be rented as one or two-room units. One room has a dining table and chairs in addition to a sofa-bed and comfortable chairs. The bedrooms have two double beds. There are 226 sleeping rooms in all, with thirty-eight of them suites. The rooms rent for different amounts, depending on the size and set-up. Some of the suite rooms are equipped with a built-in bar.

Harper Incorporated of Vermont owns the franchise of this Holiday Inn. He and his wife are responsible for the interior decorating. The conventional rooms are furnished from three different styles of furniture, with six different color combinations. As franchise owners, there are certain standards of Holiday Inn, Incorporated that must be maintained. These include the number of ash trays per room, the number of towels, they are on the Holidex reservation system, which reserves rooms for guests at any Holiday Inn in the world, a certain wattage light bulb in each room, Gulf credit card applications, laundry slips, laundry bags, etc. A telephone must be in each room in a Holiday Inn. This insures a certain Holiday quality in each Inn. Inspectors come four times a year and each hotel is rated quarterly on a 1-1000 scale. This Holiday ranks No. 2 in the world out of 1700 Holiday Inns, in food and beverage as far as cleanliness. They were rated No. 1 for their wine list, and No. 10 for cleanliness and overall performance. They know when the inspectors are in the general area, but not the day when they will inspect their facilities. Some of the things that they check for are: dust in several areas, the quality of the mattresses, under the beds for lint, and phones. They inspect one room for each maid.

Mr. Burton began working for Holiday Inn part-time at age sixteen. He is now twenty-three, which is young for an assistant manager. Holiday prefers to train and promote its own managerial staff.

We returned to the large banquet hall where Mr. Taffner had a table prepared for us with coffee, coke and delicious fig squares and chocolate chip cookies. Mr. Tillman joined us at this point and answered questions about the hotel and employment opportunities. He said, "At the opening ceremony, the key to the door is melted in a pot. This symbolizes the fact that we are now open twenty-four hours a day." There is no key to the front door, and someone is on desk service at all times to welcome customers.

Mrs. Harper, the owner's wife, chose the theme of Henry VIII for this hotel. Research was done on the eating choices of Henry and people of his time, and this influence is reflected in the menu. Since seafoods were not served in Henry's court, but are a necessity, appropriate names were given to the various seafood dinners. The colors and decorating scheme provide a warm atmosphere. This scheme is unique to this Inn.

278

There are more part-time than full-time jobs available here, since many of the workers are on call.

About three hundred of the seventeen hundred Holiday Inns are owned outright by Holiday; the rest are franchised. Harper Incorporated owns five in all in various states. This is the largest in their line.

They feel that there is much need for improvement in employees' attitudes towards work. They find that maids are hesitant to get down on their knees to wash small areas of the floor, as in the bathrooms where this is required. Young people want to start at the top. A young person is unwilling to start as a porter, for instance, even with the promise of a better job as one opens up. They do not have any patience.

In addition to waitresses, cooks and other kitchen help, and maids/porters, they employ secretaries, bookkeepers, reservationists, desk clerks, and switch-board operators.

Date: February 6, 1975

Tour No. 17: W. H. Nichols Company - Portland Division

The Portland Division of the W. H. Nichols Company was established here in 1968 as a manufacturing plant for devices known as gerotors. The gerotor is applied as a fluid transfer mechanism in various pumps and motors for a wide range of applications in the fluid power industry.

The corporate headquarters of the W. H. Nichols Company is located in Waltham, Massachusetts where a variety of product lines are offered including various models of the Nichols milling machine. Many special pumps are manufactured here for lubrication and scavenge applications on aircraft engines, turbines and other equipment of high reliability.

The history of the gerotor and the Nichols Company dates back many years. William Henry Nichols (1873-1951), born in Ontario, Canada, came to Waltham in 1902 and two years later, founded his own company. Mr. Nichols' ingenuity, ability and enthusiasm for tackling "insoluble" problems involving high degrees of mechanical accuracy was the basis for his business prosperity.

His accomplishments included development of the machinery required for mass production of the "Gerotor". This principle is still in use today in the manufacture of gerotors at the Portland plant.

The Portland division employs approximately 275 men and women on three shifts. Of these personnel, 20-25 are salaried personnel performing the administrative, supervisory, and engineering functions. All other employees are paid on an hourly basis. Entry level starting pay for hourly workers is presently \$2.99 per hour. Second and third shift employees receive 10% and 15% pay differentials respectively.

Within the framework of hourly paid workers are job titles including those of first, second, and third class machine operators, set-up men, group leaders, assemblers, inspectors, mechanics, toolmakers, material handlers, heat-treaters, shipping room workers, and draftsmen.

Within the framework of salaried personnel are job titles including that of personnel manager, general manager, customer service manager, methods manager, department foremen, purchasing manager, plant superintendent, production control manager, product engineer, quality control manager, methods engineers, plant engineer, plant nurse, bookkeeper, general office workers, secretaries, technicians and designers.

Qualified employees are hired with equal opportunity and, where required, learn their jobs through on-the-job training. Many employees take advantage of the educational assistance program to prepare themselves for

positions requiring higher skill or knowledge. It is the policy of the company to promote from within whenever possible thus motivating employees to prepare for higher positions of responsibility within the company.

New employees are hired on a probationary basis for a period of ninety days. After thirty days, his or her performance is reviewed and if considered to be satisfactory, a ten cent per hour increase is awarded. At the end of the ninety day probationary period, the employee is appraised again. If his or her performance is outstanding at that time, the employee becomes eligible for another raise. From this date on, employees are appraised semi-annually. The appraisal offers the employee and his supervisor an opportunity to review previous performance and to establish mutual goals of endeavor within the company.

It is realized that employee ATTITUDE is of prime importance within the complexities of operating a profitable business enterprise.

It is desirable, but not imperative, for potential employees to have had training in the mechanical trades. Many jobs within the company require a reasonable mechanical aptitude. Employees who possess these abilities can progress rapidly with regards to becoming skilled at performing many different jobs within the manufacturing process. Employees with above average mechanical aptitude can apply for acceptance into the Apprentice Training Program for Toolmakers. This program is administered by the Department of Labor - Bureau of Apprenticeships and the Maine State Apprenticeship Council. Upon successful completion of this program, graduates receive credentials certifying their qualifications as journeyman toolmakers.

A tour of the manufacturing area at the Portland division begins in the stock area where raw material is stored according to size and alloy grade. From here, the material is processed through the machining area where a multiplicity of turning, boring, hobbing, broaching, grinding and drilling operations are performed.

Most material is then directed through the Heat Treating Department where the appropriate toughness and wear characteristics are imparted according to specific requirements. The hardened components then enter the Finishing Area where final sizing is accomplished utilizing various abrasive machining operations such as lapping, grinding and polishing.

All phases of the manufacturing process require careful monitoring by the Quality Control Department to verify correctness of machined parts and to detect potential problems when they occur.

The individual components are then funnelled into the Assembly and Final Inspection Area where they are assembled and inspected according to final requirements.

Many Gerotor devices are manufactured to running clearances of less than .0005 inches (0.01 mm) and typical manufacturing tolerances in the order of .0001 inches (0.002 mm) are not uncommon.

The equipment required to efficiently machine parts to these tolerances is highly specialized and very expensive. Costs for certain individual machine tools have run as high as \$200,000.00. Through continued modernization of machining methods, substantial productivity gains are realized.

Of equal importance to productivity gains are product quality standards which are continually reviewed and improved upon. The Nichols philosophy that "Anything Almost Right is Wrong" sets the pace for constant re-evaluation of its products, and the technology associated with their manufacture.

Date: February 11, 1975

Workshop # 6

Dr. Berry presented a copy of "A National Policy on Career Education", an article from the "School Shop" magazine, December, 1974 issue. This article is the complete text of the Eighth Report of The National Advisory Council and "both delineates the distinctions between career education and vocational education and recommends changes in federal policy to spur further advances in making our schools relevant to the real needs of students."

Teachers should be aware of "Knowledge of Occupations Test" which has been devised for high school students that asks questions such as; what is the world of work all about? what are occupations all about? how can I plan activities accordingly? etc. The test is available from Psychological Educators, Incorporated. There are other tests available on occupational knowledge plus exercises that can be used in class to familiarize students with the world of work.

We reviewed the concept of Competency-Based Teacher Education (CBTE). The press for accountability, management organization movement (management by objective), the growing press for personalization and individualization in education, the continued investment of federal funds, and the desire for state educational departments to develop more effective teacher education programs and teacher certification standards, are the basis for CBTE. A publication stating what each state is doing in line with competency-based teacher education was distributed. Maine has published a charter for the establishment of professional standards advisory committee in Maine (PESAC), and has published a memorandum "Teacher Education Program Approval", August 1, 1973, and an administrative letter, "In-service Staff Development and Teacher Re-certification", August 10, 1973, and a progress report from PESAC on February 2nd, 1974. At the present time, the Professional Educators Standards Advisory Committee is endangered by lack of budget.

We reviewed the Elementary Career Education Handbook and discussed how it is used or not used in the classroom. The group made suggestions as to changes in the book that would make it easier to use for quick reference, such as colored pages for different sections.

If you consider a "systems approach" in education, you have to consider what the input is, what strategies we will use, and what our output will be in terms of meeting our educational objective. The Elementary Handbook provides the strategies for meeting objectives in career education. Fifteen teachers and Ruth Roberts worked on the book, and are planning to have it up-dated and revised by the end of this year. The book is divided into strategies, field trips, resource persons, activities, as well

as an explanation of the career education program in South Portland. This book was designed to be a resource tool, not a curriculum guide. The teachers should be concerned with the activities that are carried on to make students aware of career opportunities.

An area that has been neglected in our tours is how the workers feel about their jobs, what are their priorities in seeking and keeping a job. We have seen them perform their jobs, but have not stopped to ask them the why and how of their jobs. We did an exercise in listing priorities in choosing a career, from the worker's point of view. We did this singly, and then in small groups. We compared our results with a similar exercise rated by management. Although we did not have the results of any survey of worker's priority listings, the study indicated that management's priorities were far different than workers'. Dr. Berry pointed out that we must take into consideration the fact that not everyone has the same life values as we do, and that jobs that seem monotonous to us might be seen as ideal to someone else. One teacher in the Portland Career Guidance Institute is doing a worker job priority survey at the Portland Stove Foundry in Portland.

Ruth Roberts discussed the Hawthorne Theory. This theory resulted from a study done in a Westinghouse plant. The workers were given several job benefits, such as free coffee, free doughnuts, music, etc. With each one, their work performance improved. The research team could not determine which of the benefits was responsible for the increased production, so they started to take them away, one by one, and still performance improved. They finally determined, from talking with the workers, that it was the special interest paid to them, and the individual interest in what they thought about each change that was the cause of the improvement. Their conclusion was that workers do not really know their exact priorities in choosing and staying at a job. It would appear that the Hawthorne Theory would point up that appreciation of him as a person would rank pretty close to the top.

We developed vocabulary lists from the reports on the Osteopathic Hospital and the Holiday Inn visits. We also prepared a list of implications for education in areas where we can better prepare students for the world of work. Jack Meredith, of Noyes Tire Company, put together a list of things that he feels important for young people to develop in preparation for work, and a list of things that a student should be made aware of about the business world, such as the necessity for a company to show a profit.

Being well trained going into a job is not the most important thing. Most companies would prefer to train their employees. Some people come to a job well prepared for work, but with a superior attitude, which prevents them from working well with others and doing well at jobs which they consider below their capability. Again the word "ATTITUDE". This word is stressed to us everywhere we turn.

Date: March 4, 1975

Tour No. 18: Weyerhaeuser Company, Westbrook

The name Weyerhaeuser is not a familiar one to people on the East coast so we did not know what to expect on our visit. We were aware that they were connected with lumber products in some way, but did not know in what way this might be. By the end of the tour, we did.

Robert Parent, General Manager, gave us an introductory talk and led one portion of our group on the tour of the plant. He was very knowledgeable about the operation and candid in his information. He addressed himself to the areas the Career Guidance Institute is concerned with; job descriptions, pay, advancement opportunities, etc.

The Westbrook arm of the Weyerhaeuser Company is a small operation that makes corrugated cartons. They have no difficulty filling available jobs, and the turnover rate is low, so they feel no need to have a personnel department. The present administrators wear appropriate hats to fit immediate needs and perform one or more roles at any given time. Dun and Bradstreet ranks them among the five best-managed companies in the United States. If other arms of the company are operated like this one, it might be reasonable to assume that there are not too many high-ranking executives floating around with nothing to do.

This is a union shop. Weyerhaeuser likes to show a fifteen percent growth per year. It owns the largest privately owned timberland in the United States. There are forty-seven thousand employees throughout the country with twenty-eight shipping-container plants like the Westbrook operation; some smaller, some larger. There are international branches of the company, and it is particularly well-known on the West coast.

There are eighty-five hourly employees in the Westbrook plant, and twenty-five salaried employees. With the economic slowdown last fall, they had to discontinue a third shift, and now operate two shifts.

There are many sports programs which are sponsored by Weyerhaeuser, and the commercials tell about their forest management programs. They also have a film, narrated by Eddie Albert, "To Reach The Sky", which they loan to schools in the area. This explains their management programs at work in the forests.

There were samples of their corrugated cartons in the meeting room. There were also some cartons with new designs drawn on them, which would be presented to prospective customers. It was interesting to note that they make cartons for Burnham and Morrill products because we had observed

the flat cartons arriving at Burnham and Morrill and being assembled, filled, and sealed automatically. It was like seeing the first part of that final operation taking place here.

The corrugated industry is relatively new. It developed around 1914. It came to replace the wooden crates and barrels, which had been the only shipping containers up to this point. The corrugated box market is growing at a rate of about eight percent per year. If one looks at the various items in a given room, he will realize that just about any item in the room probably came in a corrugated carton, or could be shipped in one. Again, marketing skills are essential for this industry.

Mr. Parent had a chart to demonstrate the route the product follows from the forest to the finished product. Forests-cutting trees-make paper from trees-corrugated board-convert board into flat box-crease it-print it-ship off to customer.

The types of jobs needed in their industry include mechanical engineering, chemical engineering, production management, production workers, etc. There are many jobs which do not require a college education in manufacturing. There are many opportunities to move up through the ranks. Mr. Parent started his career with Weyerhaeuser as a production worker. There are tuition refund programs for those who want to pursue related studies.

Their hiring rate of pay is \$3.06 per hour, and there is an average rate of \$3.54 per hour. Employees have ten paid holidays and up to four weeks vacation in the hourly ranks. Salaried employees have the holidays and up to five weeks vacation. The employee benefit package includes life insurance, health insurance, retirement plans, stock purchase plans.

Salaried and administrative jobs range from six thousand to thirteen thousand dollars per year for basic administrative jobs. Supervisory jobs go from nine thousand to eighteen thousand dollars per year. Sales personnel receive from nine thousand to twenty-two thousand dollars and top management jobs start at about seventeen thousand dollars and go up to twenty-six thousand dollars per year.

They do have an affirmative action program, but they do not have the number of employees, women or minority groups, that are specified by federal regulations simply because they do not have enough applications from people in these categories.

The Environmental Protection Agency checks them for air and water pollution. They are in compliance with these regulations.

OSHA (Occupational Safety Health Act) inspects them regularly, and they have never had a major citation from them. The machines are noisy because of the type of operation, but they are within the bounds allowed.

The parent company sells as many logs as it can from its forests because there is more money doing this than trying to make a finished product out of the entire tree. Wood products are salvaged from the initial cutting. Left-over wood products go basically into pulp for making various types of paper. Paper goes into paper board or corrugated boards, which goes into a box. Scraps from this operation are recycled back into paper. The glues which are used in adhering the corrugated paper to the plain paper are made from corn starch so that they easily break down in the recycling process and cause no problem.

This plant services Maine, New Hampshire, Vermont, and parts of Massachusetts and Rhode Island. They have about fifty competitors in their area. They also service parts of New Brunswick. The boxes are shipped flat so that more can be shipped in a given space. They are easily assembled at the point of destination, either manually or automatically. Because many of the boxes are assembled and loaded automatically, the tolerances are very important. Just one-eighth inch off in size and the cans being loaded will jam, and the production line will back up. Some boxes have a glued in divider to aid in increasing the stacking strength of the carton.

A small flow chart oriented us to our tour. We went into the plant in three groups. Mr. Parent, Walter Dubay, a supervisor, and Elva Drinon, who is in charge of designing the company designs on the cartons, conducted the tours.

Two-ton rolls of paper are stored at the far end of the building. There are seven different sizes and eight different grades of paper used. They are constantly bringing rolls of paper into the plant. These are brought in by rail. There is a track for the boxcars at the far left side of the plant. The rolls are moved around by means of fork lifts.

The boiler room is located in the same general area as the warehouse. The boiler is run by oil, and is used to dry the paper as it is going through the corrugating, gluing machines. A factory has to blow soot and build-ups out of the chimneys for fifteen minute periods each day. This is the time allowed by the Environmental Protection Act. More than fifteen minutes is against the law.

There is a small area where men work repairing the plant machines. These men are highly trained and efficient because of the type and expense of the machines they are working with.

The corrugating machine is along the right hand side of the plant, and it is monstrous in proportions. Three rolls of paper are running through it simultaneously. The middle sheet is corrugated and has glue applied automatically just before the bottom plain sheet is pressed to it. The huge sheets of corrugated board pass through a cutting machine which cuts it to customer specifications. The machine that does this costs about \$125,000. At the end of the machine, workers inspect the boards and turn batches of them over to equalize the heat.

The printing rolls are assembled here. Rubber dies are stapled to a wooden drum, and the boxes run through the printer. The printing machines also crease the cartons along the folding lines. They have a plastic base printing paint and a fast-drying flexi-graphic printing ink. Each printer prints his name on the box as it goes through.

All the machines must be carefully gauged so as not to crush the boxes. Each worker and supervisor is responsible for quality control. This gives the workers more of a sense of responsibility and pride in their work. They are very conscious of the monotony of production line work, and do all they can to humanize the effort. When they are working three shifts, the workers work alternate shifts, on a rotating basis. Right now, there are only two shifts in operation. Some of the workers rotate on this shift, but not all.

The printed, creased, slotted and glued boxes are automatically bundled and wrapped with a plastic band. Completed bundles, which are also counted by the machines, are strapped to pallets. They are shipped, pallet and all, to their point of destination. The empty pallets are picked up and returned to the plant.

Their accident rate is almost zero. They have had no lost-time accidents to date this year. This is amazing considering the size and type of machines here. The foremen conduct five-minute safety talks weekly with the men. They try to eliminate any danger areas as soon as they are aware of them.

The printing dies are not made here, but they do make some of their own cutting dies. Some of the cartons are off-white or pure white. This is bleached paper and is requested when the carton is used as part of the product display. It is more expensive.

There are three types of joints in the corrugated box industry. The most popular is the glued joint. There is also a taped joint and a sewn (stapled) joint. Scrap that falls from the cartons as they are being cut is suctioned up through large tubes, which run the length of the ceiling over to the recycling section. They run with about ten percent scrap. This all goes

into a large baling machine, which packs and bales it so that it can be shipped to plants which will recycle it. The recycling machine works automatically at night. A man loads it in the day. This is an experimental type system that pulls in air off the machines, drops the scrap, filters the dust, and recycles the air back into the plant. This eliminates exhausting heated air into the atmosphere and the need for special air-replacing machines in the plant which would replace the vented air. Air make-up machines are used in plants with negative air, such as plants that draw the air out of the plant for air-conditioning. This new type of system costs \$168,000, and all the plant saves on fuel because of it is \$7,000 per year. It is an environmental consideration and does help conserve on energy. The plant normally looks for a twenty percent return on investment before they spend money, but occasionally one of the plants will experiment with a new machine to see if it is feasible for the other plants to use the same type. New machines initially eliminate men needed to turn out production needs, but by making the operation more efficient, the plant can take on more business and therefore need more help. Weyerhaeuser is constantly trying to eliminate monotonous jobs.

They have recently expanded the floor space here by filling in five feet of concrete in what was a truck loading area.

This was an excellent presentation. We appreciate Weyerhaeuser's representatives offer to conduct student tours, to lend us their film, and the gift of large corrugated trucks for our kindergartens.

Date: March 6, 1975

Tour No. 19: Presteel Corporation

Mr. William Moio, General Manager for Presteel, introduced us to the President of Presteel, Robert Baldwin. They both welcomed us to the plant.

Presteel is new to the Portland area. They set up shop in April, 1974. First production started in late May. This was assembly work on paper punches. In June, and through the month of September, they moved in the heavy presses. The equipment came from Massachusetts, mostly from Worcester. Most of the equipment came in through the roof, lowered by cranes, because it was too large to get through the door openings. One press, three hundred tons, was so large that the ceilings were not high enough to accomodate it, so they ended up filling a hole with the press and building a new and higher ceiling over it. Since September, they have been training their workers on the machines. Since the workers were unfamiliar with these types of machines, it has been a continual training process. Some of the workers are afraid of the machines and others are not cautious enough, so they are working to make the operators comfortable working with the machines and constantly striving to maintain high safety standards.

The primary work they are doing is metal forming. They take flat metal, either in sheets or in a coil, feed it into a press through a set of dies, and force the metal into the shape they want. "Blanking" is taking a flat piece of metal and cutting a flat shape out of it, which is then formed into some three dimensional shape that is called "forming" or "drawing" metal. Some machines perform two operations, such as blanking and drawing. A "progressive" die uses a metal coil, the press comes down and does three or four different things. The piece then goes on to a progressively complex shape. They are moving towards using more progressive dies, because the less a piece has to be handled, the more efficient the operation can be.

They do contract work; that is, they make parts of any kind or shape for a customer. They make the metal boxes for wall telephones for Western Electric. They make many parts for Pitney Bowes for their various machines. They do not make very small parts or very large parts. About one-third of their business is paper punches. They are the exclusive manufacturer of Mutual paper punches. These range from one to seven holes. They account for about fifty percent of the paper punches made in this country. Most of the items pressed here are made of steel, but they occasionally work with brass, aluminum, copper or stainless steel.

Nikor photographic products will be manufactured here by summer. This is presently being done in Springfield, Massachusetts. Another product in the offing is a "Big Thumb" which is used as an accessory item for backhoes. It performs much the same function as a thumb in that it aids a backhoe operator to pick up items with the bucket, such as a stump. The State of Maine is a customer for the big thumb. There is a market for Presteel products all over the country, Canada, and internationally. The bulk of their market is the United States and Canada.

Our tour guides were Walter Mulawski, the Chief Engineer, Dick Puila, Product Manager, and Clarence Page, Plant Engineer. Mr. Page had the task of seeing to the whole operation being laid out and all the machines in place. The plant is on the first floor of what Portlanders have always known as the First National Bakery. The bakery operations have been all phased out, and there is now available floor space for Presteel to lease.

We saw the stock as it arrives in flat sheets, coils and strips. The machines are enormous. A de-coiling machine uncoils the metal as the press calls for it. We saw the blanking, drawing and progressive machines which Mr. Baldwin had told us about. There are many safety devices on the machines, such as straps which go on the operator's wrists and automatically pull his hands back as the press descends. There are also heavy metal guards shielding moving parts that the operator does not have to come in contact with, and there are safety switches, which the operators must hit simultaneously with both hands to make the press work. Occupational Safety, Health Act has been responsible for the safety modifications on many of the machines.

The size of the energy wheels determines the energy of the press, so that one can see which are the more powerful presses from the wheel size. Metal stamping is one of the cheapest forms of manufacturing; reducing the cost of the products to pennies in cases where metal casting would make the cost into dollars. After making about one-half million pieces, the dies have to be refurbished. There are spot welders who weld pieces together. The spot welds are just as strong as the metal itself.

There is a paint spraying line and a washer which washes and cleans the parts. They paint all the Mutual line products. There is a baking area with three hundred, 250 watt lamps which dry the units. A powerful exhaust unit takes out any paint fumes.

A stamping that is worked to a hardness and is beyond further workability is put through an annealing furnace which recrystallizes the metal and makes it soft enough to work with again. Metal can go through this process any number of times.

There is a roving quality control inspector and a final quality control inspector who check the parts. The operator is made responsible for some of the quality.

The Mutual paperpunch assembly area has mostly female workers. There are some women on the presses-more than half. The paperpunch parts are riveted, assembled, and boxed. The paperpunches retail for about four times what Presteel markets them. This is pretty much a rule in any manufacturing business, factory cost times four. It takes six to seven weeks from the time Presteel receives an order until the product is ready for delivery. We saw a display of items now produced by Presteel and items which they have manufactured in the past.

The groups met back in the cafeteria on the second floor.

The majority of the jobs with Presteel have on-the-job training. Assembler is an entry level job from which one can move to machine operator if he or she shows an interest and aptitude. There are eighty-five workers on the production line. Presteel has a very unusual pay set-up for their production workers. Everyone is on a weekly salary. There are no hourly or piecework wages. Workers receive monthly bonuses based on company profit. One hundred dollars per week is the lowest starting salary; this being on the assembly line. A beginning press operator receives one hundred sixteen dollars per week, and one with some experience begins at one hundred twenty-two dollars. The work schedules are flexible, some five-day and some four-day. The company tries to allow for different home situations, and has everyone on a forty-hour week; agreeable to both the worker and the company. There are liberal sick pay benefits, ten legal holidays, and two weeks vacation after one year.

There are in-house educational programs offered and employees are encouraged to receive as much education as they can on their own. There is no set tuition reimbursement policy, but this does not preclude the possibility of the company helping an employee with his educational expenses. There are many opportunities for an employee to grow with the company and transfer within the plant to higher level jobs. Job openings are listed with the Employment Security Commission.

There is a sales manager and staff who handle the marketing portion of the operation. They deal with manufacturers' representatives all over the country. The sales manager is the only member of the staff who might be involved in traveling.

There is no union at Presteel. They feel that the employees would lose a great deal in benefits if they had to go according to union regulations. They try to make benefits so attractive that the employees feel no need for bargaining power or unions.

The things they look for in an applicant are attitude, appearance, preparation for the interview, homework on what company does, or what jobs are available, compatability, aggressive traits, initiative, school record of participation, and career aspirations. The only test they administer to an applicant is a typing test, when it is required for the position. They are very pleased with their female press operators, and find them much more safety conscious than the men.

They offer hot meals in the cafeteria. This is a subsidized operation to keep the price down. Free coffee is available all day for the workers in their work area.

There was a question of the effect of the economy on business. It was felt that the down-swing in the business front came at a time when Presteel was just getting established in this area, and they were incapable of handling more orders than they already had, therefore, they did not experience any decrease in orders. It could be responsible for the company not achieving a faster rate of growth then they are now experiencing, but their business is growing and they are very optimistic about the future. The decline in the auto business has made steel more readily available for companies such as Presteel. The inevitable question of bankruptcy proceedings against Presteel came up. Mr. Baldwin said that it took more money to get the operation set up than they had planned on, and that it took more time to train workers than anticipated. The financial side of the operation is split into two categories; capital expenditures and day to day operating costs, once they were set up. They have been operating on a cash generating basis and keeping up with their daily operating expenses. The people and companies that helped start the plant operating, electricians, etc., have not all been paid as yet, because in the short time that the plant has been in operation, it has not been possible to generate enough money to settle all their capital expenditures. These creditors have all been very patient, but the economic pressures on the individuals has caused some of them to try and pressure Presteel into full payment of their accounts. Determined to treat all creditors equally, Presteel refused, therefore, a couple of companies tried to take them to court. This dual credit arrangement is common practice with large firms, and two separate funds are drawn on to pay bills. Presteel is continually paying on its older debts, and is very solvent. Their assets are far greater than their liabilities. They have some machinery in Massachusetts that would take care of a great many of their bills if they could sell it. In this instance, the economy has had an adverse effect on them.

The one main reason they chose to come to Maine was the workers' attitude. The community reaction to them coming was favorable, and they had a great deal of help in setting up the operation. They are now trying to convince other operations similar to theirs to come here.

One of the main disadvantages was the lack of trained personnel, but they are satisfied with those they have trained. They cannot foresee moving their tool making operation to Maine because this requires highly trained people. Since they already have a fully trained force in their Massachusetts plant, it would not make sense to try to move them all to Maine.

They are a relatively non-polluting concern. There is no noise pollution; it is all plant contained, and their scrap metal is all recycled.

We were all surprised with a one-hole punch that was presented to each of us at the end of our visit. We thank each of our hosts for their time, and for an excellent tour.

Date: March 13, 1975

Tour No. 20: Relche School

Relche School is without a doubt the most modern school in the Greater Portland area. It is the largest elementary school in northern New England, with seven hundred forty-three pupils in grades Kindergarten through sixth. Our reason for visiting Relche as part of our Career Guidance Institute tours was the services it provides to a disadvantaged neighborhood. Five elementary schools, the most recent of which was over one hundred years old, were closed when Relche was completed and the students all assigned to the new building.

With the exception of Kindergarten, Special Education, and a self-contained classroom for students who cannot cope with open concept classrooms, Relche is a completely open school, with no walls between classes.

On entering the building, one comes into a carpeted area that serves as a cafetorium. A music lesson was in progress when we arrived. The floors are all carpeted and the ceilings acoustical, so that the noise level was surprisingly low. The swimming pool and gymnasium are accessible through a door to the rear of this section. Students in grades one through six get to swim during one physical education class during the school week, and the pool is open for them during the afternoon. At 3:00 p.m., the Recreation Department takes charge of the pool and other facilities in the right hand side of the building. The classroom portion of the building is securely locked at that time. The pool is wading depth at both ends and six feet deep in the middle. This makes it deep enough for adult swimming, and still provides enough shallow water to work with young students. There is no diving board.

The gymnasium has ropes and mats for the students to work out on, and we were told that more equipment is being purchased. This is also available for adults. The teachers put in a great deal of volunteer time for extra-curricular activities, especially in sports and music.

There is a breakfast and hot lunch program. About four-fifths (400 of the 500 who eat) of the student body are eligible for free or reduced rates. For many of the children, these are likely to be the only two meals they receive during the day.

Attendance rates are up among children of this area since the opening of Relche, and truancy rates have dropped. The students seem to feel a great pride in their school, and it was noticed how clean the interior of the school is in spite of the many students constantly on the move throughout the building. Older children in the neighborhood have done some damage to the exterior, such as to light fixtures.

The open classrooms on the first level are for grades one through three. There are four divisions of each class. There is one teacher's aide for every two teachers in levels one, two, and three; one for every three teachers in levels four, five, and six. Some of the teachers move from section to section teaching specific subjects. Every teacher has home-room for language arts the first two periods each day.

The school library-media center is on the first level; five steps lower than the classroom area. The students take their Teacher Learning Units (TLU) assignments to the librarian and receive their individualized materials to work at their own rate at a particular segment of the unit. These individualized learning packets are put out by Westinghouse, and have been in use in the schools in this area for four years. The new building and the individualized situation are considered to be the main reasons for the rise in school attendance.

Grades four through six are housed on the second floor. A balcony allows one to look down on the library-media center, where one might observe a student sitting in one of the huge bean-bag chairs or lounging on any of the other comfortable furniture while engrossed in a book. These older groups of students were observed to be slightly noisier than the younger ones. Also on the second level, but across a ramp from the main building, is a branch of the public library. This maintains its own hours, separate from the school.

Although the classes are only divided by file cabinets or book cases, there is no wandering back and forth.

Since students might have a hard time adjusting to a traditionally built school, such as the junior highs are in Portland, the faculty is arranging exchange programs with the junior high teachers so that they might each realize what the other has to offer. This is on a limited trial basis, but, if successful, will expand in the future.

Since the initiation of the Teacher Learning Units Program, the reading level for children from this area has risen. The packets are not purely read-and-do exercises. A variety of approaches are used to help a student complete a unit or level and move onto the next. Records and filmstrips accompany the lessons.

The way the school is viewed by those who use it for educational purposes and those who use it for recreational purposes is not the same. The school is looked at in very structured, organized forms by educators. This is reflected in the maintenance of the building. Recreation is more leisure oriented. Those using the building for recreation are looking more for the use of the building, not the maintenance of it. The dual responsibility has presented problems.

The philosophy behind Reiche School is best expressed in a brochure put out by Mr. Richard McGarvey, Principal. "Since it is impossible to predict the types of educational programs and the influences of yet-to-be discovered technological advances, school design must be in keeping with the demands of contemporary society. To provide this flexibility, the most imaginative modern-day educational programming and school plant thought was included.

Five years of dedicated planning (by community, university, health, school, and recreational department leaders) was included before the Howard C. Reiche Community School opened. Major functions which the school is designed to implement are: 1) a flexible progressive curriculum reflected in an individualized program within an open space learning environment, 2) provisions for maximum teacher interaction and planning, 3) an instructional media center which serves as the informational source center of the school for both students and teachers, and 4) provisions for non-academic services for the child such as recreation, health, and social activities."

The Community Concept: "In an attempt to be responsive to the various education, social, health, and recreational needs of the community we have incorporated within this building a neighborhood health station, adult education rooms, citizen's kitchen, greenhouse, swimming pool, gym, observation rooms, and a branch of the public library."

The University has classroom space in the Reiche School, and future teachers get a chance to work with the students and to observe them through one-way windows.

From what we observed, this is truly a "community" building. The children seem to enjoy being here and learning in this atmosphere. Adults feel free to come and go as they please. Participation in the evening recreation programs numbers a couple of thousand per month. The health station provides out-patient service to many of the local residents. The University has a ready-made learning laboratory for future teachers. The facilities are available to all citizens of Portland, but preference is given to activities of residents of the immediate area.

Date: March 20, 1975

Workshop #7

Dr. Berry conducted this session, which was the first one to bring the elementary and secondary teacher participants together.

Teams of educators of all disciplines and school administrators met in Philadelphia to discuss career education and its implementation, after the federal laws of 1974, the education amendments were passed. These indicated that career education was going to be mandated, and that federal moneys were going to be made available to stimulate and restructure the educational curriculum via career education. One of the bottle-necks foreseen in implementing career education in the public schools was the teacher and teacher education. In order to implement, you have to start with the teacher education program itself, infusing it into material when they teach. Secondly, concern was focused on the massive job of in-service education for teachers who are already teaching in public schools, who will be directed to orient their subject matter to focus on careers.

The first day that the educators met was spent on the general philosophical career education concept of the Office of Education, and a discussion of the rationale behind the policy. They then looked at implementation strategies in terms of what is going to happen at the college level if you are going to prepare teachers. They started off by reviewing the educational amendments of 1974. Section four states that "it is the sense of Congress that every child and youth be prepared to fully participate to contribute to the society in which he or she is to live, and work begins in secondary school. The emphasis on ample employment recognizes the relationship between human achievement, personal worth and economic system that affects the lives, opportunities and careers of all individuals. It is no way intended to minimize the significance and contribution of voluntary community service careers and/or careers of related activities which have historically been important to our society's progress. The Congress further declares and recognizes it is the obligation of each state and local educational agency to provide such preparation for all its children and youth, including those who may be handicapped or educationally disadvantaged, and that such preparation should include a program of career education which is designed not only to provide for his or her maximum participation, but also to provide the widest possible range of opportunities for such participation according to the individual abilities."

Sub-section B recognizes the current status of career education, "the need for systematic programmed development that will assist the state and local agency to construct and determine for themselves programs of career education that will best serve those to whom they have an obligation in accordance with this subsection. The committee is aware that a variety of

definitions exist and feels that some concepts are more fully developed than others, that various state and local agencies have progressed further than others, and that some of these programs are beginning to reach operational stages. Nevertheless, the committee finds that the potential of career education, to reform the American educational system, and bring the schools closer in a relationship to society, so compelling that it finds that it can be of more assistance at this time by establishing a vehicle for orderly development and transition of career education and a full exploration of its ramifications before funding of large scale operational support".

The established Office of Career Education is directly under the Commissioner of Secondary Health, Education and Welfare. Career Education is over all other bureaus, such as Occupational Education, Secondary Education, and Elementary Education. In the creation of that office, they define Career Education, identify handicapped and disadvantaged, and they indicate that a director of the office shall be appointed who reports directly to the Secretary of Health, Education, and Welfare, and that the Commissioner is authorized to spend in the fiscal year 1975, ten million dollars; 1976 money has not been appropriated. During the fiscal year 1975, they will operationally support thirty projects of an exemplary, demonstrative nature and that by 1976, each State Department of Education must have prepared and submitted to the United States Office of Education its method and procedure for a State plan for the implementation of career education in the public schools of that state. We have a Coordinator of Career Education in Maine in the name of Marion Bagley, who has been identified to assume that role.

Four states that are really moving in career education are Oregon, Florida, Illinois, and Michigan. They are moving because of the commitment of the State Board of Education and the leadership at the top. Career education should not be, nor will it be in Maine, a separate subject. Career education is a concept of integration of the real world and the academic world. It should be an integral part of the preparation of all teachers and an integral part of the content of subject matter of all courses. University of Maine at Portland-Gorham's delegation identified two directions that it will take; recommend to the State Board of Education (Marion Bagley) the creation of a consortium of teacher education institutions in the State of Maine for the providing of in-service development of teachers as regards career education. Research has proven that the most effective way for in-service activity is by individualized packages, not through workshops and conferences. They secondly proposed that they would be part of that consortium, and that they are reorganizing their programs and efforts.

Dr. Berry recommended an article entitled "Implications of Implementing Career Education in Home Economics," which he feels can be modified

to fit any subject area. Most states are publishing position papers on what career education is all about. Maine will have to do this also. Senator Hathaway is one of the prime movers of the Career Education proposal on the national level.

The success of the South Portland program has been due to the fact that the changes have come from within the system, not as the result of outside pressures.

Funding will be made to programs not concepts. Fear arises regarding career education because systems feel that programs must be written which change everything in their educational set-up, when really all they are talking about is "Let's revitalize our program and make it good." Career education does not add to the teacher's load, it is integrated into it to make it relevant.

Our visit to Reiche School was to see what is being done in the area of the disadvantaged in the Portland area. This was required under our contract with The National Alliance of Businessmen. Since Reiche is a community type school, it was felt that it would tie in education and careers, and services to the disadvantaged.

The Resource Centers have Student Option Service materials that teachers should be aware of. The Student Option Service indicate help that is available for young people which are alternatives to public schools, or for any social problem.

There were mixed reactions to the visit to Reiche. Some felt that the facilities were not serving the community to the extent that they were supposed to, and were causing much conflict and hard feelings, or that it was not designed to serve as a true community center of activity. Many of the teachers went there with the thought in mind that it was an open education type program, but the classrooms were, in truth, self-contained despite the physical open concept. The advantages to the school included the swimming program for all children, the rise in hygiene since the school opened as compared to the population in the schools Reiche replaced, and responsibility given to the students to keep the building in top condition. Many were surprised at the low level of noise despite the openness. The computer system keeps them in touch with the progress of each pupil. This seemed cold and impersonal to some.

We discussed our tours of Presteel and Weyerhaeuser, and the potential occupational roles students could enter into in these companies. If the jobs are mainly in the unskilled category then what are the implications for educators? Attitudinal development was stressed by every business. How does one teach attitude? Perhaps it is the process by which we are teaching them that has the most effect.

-125-

Date: March 25, 1975

Workshop #8

Our final work session consisted of pulling together all loose ends to complete the final report on our Career Guidance Institute visitations.

We prepared an individual evaluation of the vocabulary list which was composed of terms relating to careers in the businesses we visited. We noted which grade level each word could or should be introduced. Ratings will be compared as to the position of the person doing the ranking; i.e., elementary teacher, parent, student, etc.

We were presented a list of educational concerns which had been expressed by various businesses and which had been noted during tours. From this composite list, we have made recommendations for education to strengthen weak points and better prepare the students for the world of work. Also from this list, we worked in groups to make recommendations for the South Portland Public Schools.

Recommendations were received from the group to improve the effectiveness of the work sessions next year. These included: visitations to post-secondary institutions in the local area for graduates or programs for non-graduates; (Student Options Services booklet will be given to all participants.) We might possibly orient the Career Guidance Institute to visit some places which offer alternatives to students as the agencies listed in the Student Options Services. This booklet was developed in Westbrook as a means of servicing drop-outs and potential drop-outs; bring representatives of various learning options to talk with us, such as Apprenticeship and Employment Security Commission persons; get secondary teachers into elementary schools in South Portland, and vice-versa, to familiarize teachers with educational process within their own system; acquaint students with handicapped and explore careers working with handicapped, especially deaf, in the local area; visit School for Deaf on Mackworth Island; visit vocational schools; get more parents involved; have more group discussions in work sessions; use projection studies put out by national studies and explore areas with greatest potential for future employment for students. Use these studies as guides for setting up visits; alternate afternoons for Institute to allow for teachers' comebacks and extra-curricular activities; look at new areas and businesses so as not to over-use resource people; have someone from welfare agency visit and let us in on some of the problems of people on welfare; since so many are employed by the government, explore more jobs in this area; get into the area of selling careers, and other jobs in large stores; have a good marketing man come in to address the group; occasionally break down into small groups and have more in-depth visits to different businesses. Compare notes in work session. Make such visits like seminars; talk with more of the workers, as opposed to

purely management representation; do not have only college bound students participate in Career Guidance Institute.

The Career Guidance Institute tour and visitation booklet to be published this year will contain all the names of individuals involved, list of personnel or contact persons for each business, with their telephone number, so that teachers will each have a personal resource list.

The Final Report for The National Alliance of Businessmen will detail the visitations, persons involved, procedures used, recommendations for education, vocabulary list, feedback and comments.

RESOURCE PERSONNEL

BUSINESS - INDUSTRY PARTICIPANTS
1974-75

The following individuals served as resource contacts for the Career Guidance Institute.

If a teacher, counselor, or student desires further information on careers, career opportunities, or a personal visitation, contact:

American Hoist and Derrick Co. 773-1791

John A. Baird
143 Fore Street
Portland, Maine 04111

Blue Cross and Blue Shield 775-3536

Russell D. Bonney
110 Free Street
Portland, Maine 04102

Blue Rock Industries 854-2561

Robert B. Nunley
58 Main Street
Westbrook, Maine 04092

Bureau of Waterways 773-5608

Edward Langlois
40 Commercial Street
Portland, Maine 04111

Burnham and Morrill Company 772-8341

William Bush
1 Beanpot Circle
Portland, Maine 04103

Emery Waterhouse Company 775-2371

Joan Conover
Rand Road
Portland, Maine 04102

Hannaford Brothers 767-2111

David Dillman
Hannaford Road
South Portland, Maine 04106

Holiday Inn 775-2311
Gustave Tillman
88 Spring Street
Portland, Maine 04111

Imperial Home Builders, Inc. 883-5171
James F. Maguire
Pleasant Hill Road
Scarborough, Maine 04074

W. H. Nichols Company 774-6121
Herbert Carmichael
2400 Congress Street
Portland, Maine 04102

Noyes Tire Company 856-6351
John Meredith
100 Main Street
Westbrook, Maine 04092

Osteopathic Hospital 774-3921
John Fecteau
335 Brighton Avenue
Portland, Maine 04102

Portland Pipe Line 767-3231
Wallace R. McGrew
Hill Street
South Portland, Maine 04106

Portland Post Office 775-3131
John M. Kelley
125 Forest Avenue
Portland, Maine 04101

Presteel Corporation 775-3101
William Moio
217 Read Street
Portland, Maine 04103

Howard Reiche School 775-6119
Richard H. McGarvey
166 Brackett Street
Portland, Maine 04102

Sebago Shoe, Incorporated 854-8474
John Marshall
72 Bridge Street
Westbrook, Maine 04092

South Portland Fire Department 799-3311
Chief Phillip D. McGouldrick
684 Broadway
South Portland, Maine 04106

South Portland Police Department 799-5511
Officer Thomas J. Carmody
30 Anthoine Street
South Portland, Maine 04106

S. D. Warren Company 856-6311
Russell R. Day
89 Cumberland Street
Westbrook, Maine 04092

Weyerhaeuser Company 854-8451
Robert Parent
100 Hawkes Street
Westbrook, Maine 04092

SAMPLE SAFETY CHECK

Date _____

From: Safety Committee Crosby Group, Laughlin Plant, Portland, Me.

To: _____

Subject: Violation of safety Rule (s)

This is to advise you were observed by _____
on _____ (date) violating the following safety
regulation as indicated:

- () Failure to wear ear plugs while working in Forge Shop
- () Failure to wear ear plugs while working in Press Room
- () Failure to wear Safety Glasses in Plant (including side shields)
- () Failure to wear helmet in Forge Shop
- () Failure to wear helmet in Press Room
- () Failure to wear hair as prescribed by OSHA (Must be tied back or worn in hair net if hair is below ear level) while working in factory.
- () Unbuttoned shirt sleeve
- () Excessively torn clothing
- () Safety shoes in Plant
- () Other _____

The Occupational Safety & Health Act referred to as OSHA is a National Law which requires Management and Employees to observe specific safety rules for the purpose of maintaining a safe work environment for all concerned.

This letter is to serve as a reminder and as a warning against future violations of Safety Rules in this plant. Since Management is subject to potential heavy fines plus other penalties if a valid effort is not made to enforce OSHA Safety Rules, you are advised that continued violation of these rules will result in prompt dismissal.

EXPLORING

THE WORLD
WORK

307/308

MAHONEY

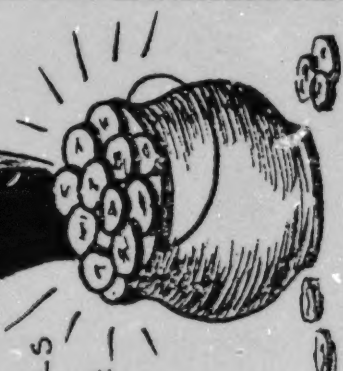
MEMORIAL

JUNIOR HIGH SCHOOLS

SOUTH PORTLAND, ME

APRIL 30, 1975

8TH GRADE CAREER FAIR



PROJ. #Y361112
GRANT OEG-0-73-5365

"REVAMP"
G. H. MACLEOD
DIRECTOR

App. C

CAREER FAIR

9th Grade Students

South Portland, Maine

GUIDANCE STAFF

Mahoney Jr. High School Memorial Jr. High School

Ronald E. Adams
Rachel Paquette
Cynthia R. Sanborn
Mary E. Walker

Anthony P. Mezoian
Gertrude G. Parker
Sandra J. Jones
Dorothy Rhoda
Geraldine E. Leeman

CAREER EDUCATION CURRICULUM COORDINATORS

Mary S. Cruise
S. L. Wright

Ruth W. Roberts
Theodora S. Sotiricu

PRINCIPALS

James J. Lancaster
Terence W. Christy

Mahoney Jr. High School
Memorial Jr. High School

ADMINISTRATION

John I. Seekins, Jr., Superintendent of Schools
George H. MacLeod, Ass't. Superintendent of Schools
Frederick E. Freise, Ass't. Director, Career Education

OUR THANKS TO:

George Comas

Barbara Gendron

Jane Henderson

Ruth King

Keith Leavitt

Manufacturers of Greater
Portland Area

Mahoney and Memorial Jr.
High students

Kenneth Northrop

James E. Welch

June Winslow

STATEMENT OF PURPOSE

This Career Fair has been designed for the 8th grade students at Memorial and Mahoney Junior High Schools in South Portland as one part of our program focusing on Career Education.

It is hoped that this Fair will give each student an exploratory experience through demonstrations, job simulations, and audio-visual presentations.

Our thanks to all the people in the working community who have taken time out of their working day to participate in the program.

309/310

TIME SCHEDULE

Tuesday, April 25, 1975

1:15 - 5:00 P.M. Set up exhibits in Memorial gymnasium. Mrs. Parker or Mr. Mezoian will assist.

WEDNESDAY, APRIL 30, 1975

7:00 A.M.

Gymnasium open

8:00 A.M.

CAREER FAIR BEGINS

Please limit each presentation to 20 minutes

8:15 - 10:00 A.M.

Memorial 8th grade students

10:00 - 10:15 A.M.

Coffee break for exhibitors in cafeteria

10:15 - 12:00 Noon

Mahoney 8th grade students

12:15 - 1:00 P.M.

Lunch

1:00 - 1:30 P.M.

Program evaluation

7:00 - 8:30 P.M.

Parents

8:30 - 9:30 P.M.

Disassembling of exhibits

311/312

EXHIBITORS

Architect

Maine Chapter American Institute of Architects 774-8221

Paul Stevens

434 Congress Street
Portland, Maine 04111

Armed Services

Air Force

T.Sgt. Paul Chamberlain

774-0696

Army

Sgt. Ching Lee

772-7768

Coast Guard

MM2 Mike Harvey

774-5415

Marine

Sgt. Mike Gordon

774-9564

Navy

MM1 Dave Hager

773-2445

Village Green Mall

477 Congress Street

Portland, Maine 04111

Banking

Casco Bank & Trust Company

774-8221

Edward Mulhern

(Iva Carroll)

1 Monument Square

Portland, Maine 04111

Beautician

Mansfield Beauty Academy of Maine

775-5695

Philip A. Saleeby

24 Preble Street

Portland, Maine 04111

Blind Display

Maine Institution for the Blind

774-6273

Rex Bradbury

189 Park Avenue

Portland, Maine 04102

Carpentry

Thomas Bakker
17 Peary Terrace
South Portland, Maine 04106

799-8922

Cashier Training & Other Areas of Grocery Chains

George C. Shaw Company
Woodbury Morton
Box 3566
Portland, Maine 04104

773-0211

Clergy

Rev. Winston E. Clark
First Congregational Church
301 Cottage Road
South Portland, Maine 04106

799-3361

Rev. Roland C. Reny
Holy Cross Church
444 Broadway
South Portland, Maine 04106

799-4611

College Admissions

University of Maine Portland-Gorham
William Munsey
96 Falmouth Street
Portland, Maine 04103

773-2981

Communication Arts

Prime Resource Center
Keith Leavitt
(Michael Orcway)
858 Brighton Avenue
Portland, Maine 04102

773-1611

Crafts

Southern Maine Craftsmen
Mrs. Ralph Kilgore
70 Coach Road
South Portland, Maine 04106

774-5536

Collage - Ann Kilgore
Decoupage - Terry Orcutt
Driftwood - Ralph Baker
Pottery - Dick Johnson

Culinary Arts

Southern Maine Vocational-Technical
Institute

799-7303

Joseph DeCourcey
(Oliver B. Brisse)
Fort Road
South Portland, Maine 04106

Dental Hygienist

Daryl Linsky
(Nola Wolf)
55 Merrill Road
Falmouth, Maine 04105

781-3654

Dentist

Greater Portland Dental Society
Dr. Bruce Sahrbeck
(Dr. Lewis Estabrook)
440 Western Avenue
South Portland, Maine 04106

799-4967

Disc Jockey

WJBQ
Wally Brine
(Jeff Ryder)
583 Warren Avenue
Westbrook, Maine 04092

854-3409

313/314

Film Corner

Law
Sec. Merchandising

Med. . Dental
Asst. Hygienist Dentist

Physical
Therapy Doctor
Nurse

Manufacturing
Display

Model
Stewardess

Restaurant
Tel. Installer

Clergy

Bank
Insurance
Real Estate

Lawyer

Engineer
Architect

Veterinarian

Horticulture

College
Admissions

FLOOR PLAN

Beautician

Small
Engines

Air Force

Navy

Marines

Army

Coast Guard

Pottery

Decoupage

Driftwood

Collage

Disc Jockey

Floral

Jr.
Achievement

Blind Display

Meat Cutter

Lobsterman

Culinary
Arts

ENTRANCE

Cashier

Photography

Fire
Dept.

Police
Dept.

Warden

Furniture
Touch-Up

Sign
Painter

T.V. Repair

Fork Lift
(Outside)

Communication Arts Formica Siding Carpenter Plumber Electrician

315/316

Doctor

Maine Medical Center
Francis A. Bellino, M.D.
22 Bramhall Street
Portland, Maine 04102

871-0111

Electrician

Darling Electrical Service
Peter Darling
29 Willow Street
South Portland, Maine 04106

799-7406

Engineer (Civil)

Owen Haskell, Inc.
Owen Haskell
3 Broadway
South Portland, Maine 04106

799-5694

Engines (Small)

Bill's Lawn Service
William L. Mullins
1035 Highland Avenue
South Portland, Maine 04106

799-1815

Fashion Merchandising

Westbrook College
Ruth Brooks
716 Stevens Avenue
Portland, Maine 04103

797-7261

Fire Department

South Portland Fire Department
Chief Philip McGouldrick
684 Broadway
South Portland, Maine 04106

799-3311

Floral Arrangements (Demonstration & Training Information)
772-4638

J. W. Minott Company
John Minott
593 Congress Street
Portland, Maine 04101

Fork Lift

Allen, Greig & Perry, Inc.
John Deere Construction Equipment
Merrill Pettingill
P.O. Box 2530
Rumery Industrial Park
South Portland, Maine 04106

799-1566

Formica & Linoleum

Bob's Floor Covering
Bob Daniels
266 Holmes Road
Scarborough, Maine 04074

883-6777

Furniture Touch-Up & Repair

Tom Rowe
273 Evans Street
South Portland, Maine 04106

799-2039

Horticulture

Tom Mucci
Hunnewell Road
Scarborough, Maine 04074

883-4047

Hotel-Motel - Film Corner

Hospitality Associates of Maine
Ira D. Turner
105 Simmons Road
South Portland, Maine 04106

799-8712

Insurance - Film Corner

Blake Hall & Sprague
James Doughty
(Mary Karatsanos)
22 Cottage Road
South Portland, Maine 04106

799-5541

Law Secretary

Westbrook College
Elizabeth Honan
716 Stevens Avenue
Portland, Maine 04103

797-7261

Lawyer

Richard A. Davis
415 Congress Street
Portland, Maine 04111

774-0339

Lobsterman

Seabreeze Lobster Company
Leo G. J. Muise
(Elliott Ricker)
35 Union Wharf
Portland, Maine 04111

774-3953

319/320

Manufacturing Display

Products Made in Greater Portland Area

Meat Cutter

Hannaford Brothers Company
Bob Small
(Phil Perry, Meat Mgr., Martin's, SP)
54 Hannaford
South Portland, Maine 04106

767-2111

Medical & Executive Secretary

Westbrook College
Thelma Adams
716 Stevens Avenue
Portland, Maine 04103

797-7261

Model, Professional

Burke School of Modeling
Phyllis Burke
22 Sheffield Street
Portland, Maine 04102

772-4805

Nurse

Maine Medical Center
Sally Powers, R.N.
22 Bramhall Street
Portland, Maine 04102

871-0111

Photography

Prime Resource Center
Gene Adams
858 Brighton Avenue
Portland, Maine 04102

773-1611

Physical Therapy

Maine Medical Center
Physical Therapy Department
Allen Wicken R.P.T.
22 Bramhall Street
Portland, Maine 04102

871-2266

Plumbing

Caron & Waltz
Marty Caron
416 Preble Street
South Portland, Maine 04106

799-2228

<u>Police Department</u>		<u>T.V. Repair</u>	
South Portland Police Department	799-5511	Maine Electronic Association	799-2238
Ronald Costigan, Youth Aid Officer		By Mill Creek Service Corporation	
Thomas Carnody, Community Relations Officer		Ted Stackhouse	
30 Anthoine Street		14 Cottage Road	
South Portland, Maine 04106		South Portland, Maine 04106	
<u>Real Estate</u>		<u>Telephone Installer</u>	773-0312
Mrs. Anthony Mezoian	799-1401	New England Telephone	
8 Woodbury Street		Phyllis Nash	
South Portland, Maine 04106		(Donna Keegan)	
		100 Westminister	
		Lewiston, Maine 04240	
<u>Restaurant</u>		<u>Trucking - Film Corner</u>	774-6970
Jordan Marsh	775-5431	Maine Truck Owners Association	
Judy Percival		Gene L. Coffin	
Maine Mall		550 Forest Avenue	
South Portland, Maine 04106		Portland, Maine 04101	
<u>Siding & Home Improvements</u>		<u>Veterinarian</u>	799-2128
John Bilodeau	799-2343	Cape Veterinary Clinic	
98 Scott Dyer Road		Dr. Eric L. Robison	
Cape Elizabeth, Maine 04107		391 Cottage Road	
		South Portland, Maine 04106	
<u>Sign Painter</u>		<u>Warden Service</u>	675-3142
Creative Signs & Display	773-7852	State Dept. of Inland Fishery & Games	
Robert Fowler		Russell Dyer, Game Warden Inspector	
43 Herford Avenue		Box 18	
South Portland, Maine 04106		Steep Falls, Maine 04085	
<u>Stewardess</u>		<u>Youth Projects</u>	773-4225
American Airlines	767-3693	Jr. Achievement of Greater Portland, Inc.	
Kristina Hamblet		Al Ellsworth	
28 Hunts Point Road		Darling Road	
Cape Elizabeth, Maine 04107		South Portland, Maine 04106	

321/322

THE FIFTEEN OCCUPATIONAL CAREER CLUSTERS

1. Agri-Business and Natural Resources Occupations
2. Business and Office Occupations
3. Communications and Media Occupations
4. Construction Occupations
5. Consumer and Homemaking-Related Occupations
6. Environmental Control Occupations
7. Fine Arts and Humanities Occupations
8. Health Occupations
9. Hospitality and Recreation Occupations
10. Manufacturing Occupations
11. Marine Science Occupations
12. Marketing and Distribution Occupations
13. Personal Services Occupations
14. Public Service Occupations
15. Transportation Occupations

323/324

EVALUATION FORM

1. List the three exhibits you liked best.
 - a)
 - b)
 - c)
2. Of the three above, choose the one you liked best and explain why.
3. What did you learn from this Career Fair?
4. Should this Career Fair be repeated next year?
5. How do you think you will benefit from this experience in the future?
6. If you were in charge of this Career Fair, what changes would you suggest to improve the program?

PROJ. # Y361112
GRANT OEG-0-73-5345

"REVAMP"
G.W. HAC LEOD
DIRECTOR

App. 2

CAREER EDUCATION OFFICE

South Portland High School

637 HIGHLAND AVENUE
SOUTH PORTLAND, MAINE 04106
(207) 767-3221

December 1974

Dear Graduate:

South Portland High School is constantly seeking ways to strengthen its academic programs. One very good way to do this is to find out how the graduates of South Portland High School feel about their training and how successful the training was in helping them get jobs.

This is the reason that we are writing to you and your fellow graduates of the Class of 1969. We are asking for your help in making the programs at South Portland High School even better. Won't you take a few minutes to complete the enclosed form and return it in the envelope provided? We hope to have all forms returned by February 12.

Please be assured that all replies will be held strictly confidential, and no information will show where it came from, other than to say "from the Class of '69." We are grateful to you for your help and look forward to hearing from you at your earliest convenience. If you have any questions, call the high school Guidance Department, 799-3471.

Sincerely yours,

Ann Gilmore, John Flynn, Andre Hemond,
Richard Kinney

Guidance Counselors

AG:rmk

325/326

CAREER EDUCATION OFFICE

South Portland High School

637 HIGHLAND AVENUE
SOUTH PORTLAND, MAINE 04106
(207) 767-3221

December 1974

Dear Graduate:

South Portland High School is constantly seeking ways to strengthen its academic programs. One very good way to do this is to find out how the graduates of South Portland High School feel about their training and how successful the training was in helping them get jobs.

This is the reason that we are writing to you and your fellow graduates of the Class of 1974. We are asking for your help in making the programs at South Portland High School even better. Won't you take a few minutes to complete the enclosed form and return it in the envelope provided? We hope to have all forms returned by February 12.

Please be assured that all replies will be held strictly confidential, and no information will show where it came from, other than to say "from the Class of '74." We are grateful to you for your help and look forward to hearing from you at your earliest convenience. If you have any questions, call the high school Guidance Department, 799-3471.

Sincerely yours,

Ann Gilmore, John Flynn, Andre Hemond,
Richard Kinney

Guidance Counselors

AG:rmk

327

SOUTH PORTLAND HIGH SCHOOL GUIDANCE DEPARTMENT

FOLLOW-UP QUESTIONNAIRE

NAME: _____ ADDRESS: _____ TEL: _____

Age: _____ years Sex: _____ Female _____ Male Marital Status: _____ Yes _____ No

HIGH SCHOOL EDUCATION:

Years Completed _____ Year Graduated _____ Diploma after leaving? _____
Type of High School Program: _____ College _____ General _____ Business _____ Vocational
Type of Vocational:
_____ Automotive _____ Food Services _____ Metal Trades
_____ Building Trades _____ Graphic Arts _____ Plumbing
_____ Drafting _____ Health Occupation _____ Other _____
_____ Electricity/Electronics _____ Machine Tool _____ (Specify)

Did you have a job while in High School? _____ Were you in a Co-op Program? _____

AFTER HIGH SCHOOL:

Did you attend school after High School? _____ No _____ Yes
If so, type of schooling:
_____ Full time college _____ Military School Did you complete this schooling? _____
_____ Part time college _____ Adult or apprentice _____
_____ On the job training _____ Home Study Courses _____

FIRST FULL TIME JOB:

How long after High School did you start?
_____ Immediately _____ 7-9 Months _____ Still not working
_____ 1-3 Months _____ 10-12 Months _____ Married & Never Employed
_____ 4-6 Months _____ 1-2 Years _____ Other _____
_____ (Specify)
How did you find the job?
_____ Stayed on job I had in school _____ Thru friends
_____ High School teacher or Guidance Office _____ Thru parents
_____ School Co-op or Placement Office _____ Newspaper ads
_____ Employment Office _____ On my own
_____ Started my own business _____ Other _____
_____ (Specify)

In relation to WHERE YOU LIVED WHILE IN HIGH SCHOOL this job -

was located: _____ In same town _____ Out of state
_____ Out of town in state _____ Out of country
required a relocation of: _____ None _____ 101-200 miles
_____ 1-100 miles _____ Over 200 miles

relation of the job to your High School Education: _____ Closely related _____ Slightly related
_____ Fairly related _____ Not related

How well did High School prepare you for your first job? ☐ Excellent ☐ Fair
☐ Good ☐ Poor

Job Satisfaction: ☐ Very satisfying ☐ Satisfying ☐ Not satisfying

Pay Scale: ☐ Under \$80/wk ☐ \$80-100/wk ☐ \$101-125/wk ☐ \$126-150/wk ☐ Over \$150/wk

Reason for leaving first job:

☐ Still on the job ☐ More money ☐ Entered school
☐ Laid off ☐ More challenge ☐ Marriage or pregnancy
☐ Promoted ☐ Entered military ☐ Other _____
(Specify)

YOUR PRESENT FULL TIME JOB:

☐ Employed ☐ Unemployed/Not Looking ☐ Other _____
☐ Unemployed/Looking ☐ Self Employed (Specify)

In relation to WHERE YOU LIVED WHILE IN HIGH SCHOOL this job -

is located: ☐ In same town ☐ Out of state
☐ Out of town in state ☐ Out of country
required a relocation of: ☐ None ☐ 101-200 miles
☐ 1-100 miles ☐ Over 200 miles

Relation of the job to your High School Education: ☐ Closely related ☐ Slightly related
☐ Fairly related ☐ Not related

How well did High School prepare you for this job? ☐ Excellent ☐ Fair
☐ Good ☐ Poor

Job Satisfaction: ☐ Very satisfying ☐ Satisfying ☐ Not satisfying

Pay Scale: ☐ Under \$80/wk ☐ \$80-100/wk ☐ \$101-125/wk ☐ \$126-150/wk ☐ Over \$150/wk

How many full time jobs have you had since High School? _____

How many of these jobs were related to your High School education? _____

List all full time jobs since High School:

Approx. Number of Months on Job	Job Title

What High School Courses, activities, or experiences were most helpful to you? _____

If you are still living in South Portland, what kind of educational program or courses would you like to see offered in evening school? _____

Comments: _____

329/330

Junior High Guidance Questionnaire

January 1975

Mahoney _____ Memorial _____

The purpose of this questionnaire is to help us evaluate our junior high guidance services. Would you complete all the questions as well as you can. Thank you for your help.

Orientation to junior high school:

How would you evaluate your orientation at the beginning of seventh grade?

- a. Counselor visit to your grade 6 class in June. ☐ Excellent ☐ Good ☐ Fair ☐ Poor
- b. General orientation session (school visitation) by guidance just prior to school in the fall. ☐ Excellent ☐ Good ☐ Fair ☐ Poor
- c. Group guidance classes early in fall of seventh grade. ☐ Excellent ☐ Good ☐ Fair ☐ Poor

What suggestions do you have to make the change from Grade 6 to Grade 7 easier?

Standardized Testing (D.A.T.-Differential Aptitude Test-grade 8 and 7th grade S.A.T. Stanford Achievement Test)

- a. Were test results presented to you in a way that you could understand them? ☐ Very understandable ☐ Somewhat understood ☐ Difficult to understand
- b. Did you gain a better understanding of yourself as compared to others from the tests? ☐ Greater understanding ☐ Some understanding ☐ Little or no
- c. Did your results of standardized tests help you in career planning? ☐ Very helpful ☐ Some help ☐ Little or no help
- d. Did your results help you in planning your course of studies? ☐ Very helpful ☐ Some help ☐ Little or no help

Planning Course of Studies:

- a. Do you feel you received enough information before you had made out your course of study card? ☐ Yes ☐ No
- b. Which did you find most helpful in completing course of study card? ☐ Class discussions ☐ Teacher information ☐ Individual meeting with counselor
- c. Have you been satisfied with courses you selected? ☐ Yes ☐ No
- d. Did your parents come in for a conference concerning your course of studies? ☐ Yes ☐ No
- e. Did your parents discuss your course of study card with your counselor on the phone? ☐ Yes ☐ No
- f. Do you know where and how to find information about schools and/or colleges? ☐ Yes ☐ No

Career Planning:

- a. Do you know how to find career information? ☐ Yes ☐ No
- b. Were the materials in the Career Resource Center helpful to you? ☐ Very helpful ☐ Some help ☐ Little or no help
- c. How would you rate the Career Resource Centers in helping you find information on careers? ☐ Excellent ☐ Good ☐ Fair ☐ Poor

- d. Which Career Resource Center material did you find most helpful? (1 most helpful, 2 next most helpful, etc.)

____ D.O.T. Files (Dictionary of Occupational Titles)

____ S.R.A. Files (Science Research Associates)

____ College Catalogues

____ Occupational Outlook Handbook

____ Career Books in comic form

- e. Were the guidance classes on career planning helpful? ____ Very helpful ____ Some help ____ Little or no help

- f. Do you feel most junior high students are too young to do as much with careers as you did? ____ Yes ____ No

- g. Was ninth grade job shadowing helpful to you? ____ Very helpful ____ Some help ____ Little or no help

- h. Did the junior high give enough help and information to you about part-time jobs? ____ Yes ____ No

- i. Do you have suggestions in career planning in junior high?

Understanding Self:

- a. Did your guidance counselor help you to understand yourself better? ____ Very helpful ____ Some help ____ Little or no help

- b. In what way would you prefer to investigate your attitudes and values in relation to others? (1 best way, 2 next best way, etc.)

____ Individual counseling ____ Groups of 6-8 same sex ____ Class size (25)

____ Groups of 6-8 mixed sexes

Individual Counseling:

- a. How many times each year did you see your counselor individually concerning course of study? ____

- b. How many times each year did you see your counselor individually for other reasons? ____

- c. Did you feel you had a better understanding of yourself after seeing your counselor for other than course of study help? ____ Yes ____ No

- d. Did you feel free to visit your counselor at any time? ____ Yes ____ No

- e. Were you comfortable in seeking assistance? ____ Yes ____ No

Do you have other suggestions?

March 10, 1975

TO: John I. Seekins, Jr.
South Portland School Board Members

FROM: Sarah Lee Wright
Mary Cruise

RE: Secondary English Curriculum Recommendations

A careful study of the South Portland English Department, pursued through surveys, interviews, and meetings with students, parents, teachers, and university and business people in the community, has been conducted for the purpose of evaluation and needs assessment for revision of the English program in Grades 7 through 10. An elective program for Grades 11 and 12 was approved in January, 1975. The two English curriculum coordinators during the past six months followed a comprehensive process of needs assessment. Fifteen business firms in Greater Portland, thirteen schools and colleges, and six resource areas were visited. (See Appendix.) Forty-two initial interviews with principals, department chairmen, English teachers, and librarians of the three secondary schools, and numerous follow-up interviews were held. English faculty members attended meetings to discuss curriculum revision and the need for structured, sequential planning. Teachers of Grades 7-8 and Grades 9-10 met and completed a comprehensive check list of language skills taught in their classes. Study of these charts supports knowledge gained through experience. Teachers unanimously agreed that a program is needed to provide sequence and eliminate ineffective duplication and repetition. Parents of junior and senior high students expressed their views at evening meetings. The Guidance Department cooperated in obtaining student opinions and sharing findings. The Elementary Curriculum Coordinators were consulted. Surveys were distributed to parents, teachers, students. Information gleaned from all sources is reflected in our recommendations.

Close examination of our system and others in Maine and Massachusetts reinforces the recognition that the South Portland English Department has basic strengths that should be preserved. Needs also exist. The one basic concept which underlies all teaching of language is that of change. Language is continually being shaped by custom and tradition. As early as 1952 the National Council of Teachers of English set forth a statement which has gained wide acceptance: a) language changes constantly, b) the spoken language is the language, c) change is normal. Our aim, therefore, has been to retain what has proved successful and valuable in the past and to recommend additions and revisions for the immediate future.

We recommend SEQUENTIAL PROGRAMS for general and college-bound students, Grades 7-10, covering five areas:

READING AND LITERATURE
WRITING
LANGUAGE (GRAMMAR AND USAGE)
SPEAKING AND LISTENING
CAREER EXPLORATION AND PREPARATION (VALUES, ATTITUDES, AND JOB SKILLS)

The importance of READING is universally recognized. We heartily support the Right-to-Read program. We recommend that instruction of reading, heavily stressed in the elementary grades, be continued in junior and senior high school. We recommend inservice workshops to assist teachers in the instruction of developmental reading in secondary literature courses. We urgently recommend the addition of a reading specialist to the senior high school faculty. We further recommend that by September, 1976, a study be made to determine the value and implementation of a testing program for diagnostic purposes in reading in the secondary schools.

WRITING is closely related to the attainment of personal, social, and vocational goals. Our proposed sequence of skills offers activities for practical application. The series of writing tasks is "spiral" in arrangement, from the familiar and simple at Grade 7, to the more complex and abstract at Grade 12. Writing assignments are sequential in developing skills. The National Council of Teachers of English advises a class load of four classes with not more than twenty-five students each for a teacher of English. Teachers surveyed in South Portland unanimously urged that English classes not exceed twenty-five students and that composition classes not exceed twenty.

After much research of writings by experts, in the study of English and communication with South Portland teachers at various levels, we recommend that the formal teaching of the structure of GRAMMAR begin in Grade 7. "Grammar can be learned better, retained longer and more readily applied if it is taught a few concepts at a time, carefully developed, . . . and frequently exercised in useful situations."

Recognizing that SPEAKING AND LISTENING are the processes most often used in daily living, we offer in our curriculum sequential activities to develop specific oral skills and attitudes. Employers interviewed in the community all emphasized the need for students to become more articulate. Parents and students have requested that the high school offer opportunity for debating competition. We therefore recommend that by 1976 a debating club be organized as an extra-curricular activity at the high school.

CAREER EDUCATION, a concept which strengthens the work ethic and emphasizes the importance of values, attitudes, and decision-making skills, unifies the best goals of education. We endorse the cooperation of school and community in educating young people. The spiral of awareness, exploration, and preparation for career can give direction and motivation in every subject area. In English, additional language activities will supplement the junior high school program of career exploration already introduced. Structured activities in values and attitudes are planned at every grade level. In Grade 10, courses already approved for September, 1975, will include training in "survival" skills for general and college-bound students.

In addition to the recommended restructured sequential program and the high school elective program already approved, we further recommend a nine week course, required of all students in Grade 9, to be developed by the English and

Guidance Departments. This course would be based upon job shadowing, already a successful component in both junior high schools, and upon job skills (applications and interviews appropriate to part-time jobs).

We recommend an eighteen-week elective course in Career Preparation to be offered in Grade 12 by the English and Guidance Departments. In this course students will further explore career opportunities appropriate to their particular abilities and interests and develop career skills and attitudes through writing and oral activities. Community involvement, through speakers in such fields as business, health services, and religion, is planned.

Career education is a three-year Federal project which we hope will become a permanent concept in South Portland. To this end, we recommend a career education program sponsored by the South Portland High School Mathematics, English, and Social Studies Departments, in cooperation with Guidance, to be presented after midyear, 1975-1976, and involving all students. The purpose is to make students aware of the relevance of math, English, social studies to the world of work and to prepare for their changing career needs and options.

We recommend that opportunity for independent study be made available to a limited number of seniors under the guidance of the English department. Independent study arrangements, largely self-directed and self-disciplined, encourage the able student to pursue a particular interest under professional guidance and in a setting which provides ample resources.

We see a need for closer communication and mutual understanding of the work of grade levels within the English department and of other departments within the system. Elementary and secondary teachers have expressed an interest in inter-school and inter-department visits during class time.

Plans are being formulated by English teachers for cooperative ventures with teachers of other departments in the three secondary schools. We encourage further interdepartmental activities to correlate learning.

English teachers are traditionally burdened with paper work. In addition to the heavy volume of paper correction which is performed by the teacher, much clerical work requires time that could be better spent on preparation, class work, or student conferences. In September, 1975, new programs and courses will require additional time for preparation. Clerical help, carefully administered, would greatly facilitate the work of the English department. We therefore strongly recommend the employment of a typist for the secondary English department, whose time would be divided among the three schools.

APPENDIX

The needs assessment and proposals for revision of the South Portland English Department were developed over a six-month period of research, visitation, workshops, and evaluation. Recommendations represent the participation of the secondary English department, Administration, Guidance, parents, students, business and community members.

Schools and Colleges

Amherst Junior High School
Amherst, Massachusetts
Amherst Senior High School
Amherst, Massachusetts
Attleboro Comprehensive High School
Attleboro, Massachusetts
Distributive Education/Special Education/
work Study - South Portland
Kennebunk High School
Orono High School
Portland High School
Portland Regional Vocational -
Technical Center
Portland Public Library - Adult
Learning Center
Waterville Junior High School
Waterville Senior High School
Westbrook Regional Vocational
Technical Center
University of Maine - Portland
University of Maine - Gorham

Resource Areas

Curriculum Office - Augusta
Maine State Library
Portland Post Office
Prime Resource Center
University of Maine - Gorham Library
University of Maine - Portland Library

Professional Workshops and Conferences

Decision-making - Bowdoin
Decision-making - Gorham
Right-to-Read - Augusta
Values Clarification - Gorham
NEATE - Bedford, New Hampshire

In-Service Workshops

November
January
February
April
Summer

Business Firms

Blake, Hall, Sprague Insurance
Fairchild Semiconductor
General Electric Company
George C. Shaws Company
J. Weston Walch
Wolfe Ford Sales Inc.
York Steak House

Career Guidance Institute

American Hoist and Derrick Company
Blue Cross/Blue Shield
Emery Waterhouse Company
Hannaford Brothers Company
Blue Rock Industries
Noyes Tire Company
S. D. Warren Company
Portland Post Office
W. H. Nichols Company

PROJ. # V 361112
GRANT SEG - 6-73-5365

"REVAMP"
G.H. MAC LEOD
DIRECTOR

App. G

LANGUAGE ARTS
CURRICULUM GUIDE

GRADES SEVEN, EIGHT, NINE

SOUTH PORTLAND, MAINE

JUNE, 1975

Mary Cruise
Sarah Lee Wright
Curriculum Coordinators

INTRODUCTION

This curriculum guide has been created for those who have long recognized the need for a restructured, sequential program. It has been developed for teachers and for students. We trust that experienced teachers will find in it support for the good things they are doing. New teachers, we hope, will find it informative. The scope of the guide recognizes the varying abilities of students as well as their varying interests and goals. Recommending that a young person be taught that he may be a better secretary, scientist, or carpenter, we believe it is of greater importance that he be taught because he is a person.

In our quest for revision, we have sought the recommendations of parents, members of the business and school communities, including students and graduates. All have indicated the phases of English they consider essential. Our guide reflects their recommendations.

A curriculum plan is intended to give constancy to the English program. A realistic guide offers a framework which leaves sufficient latitude depending on the skill of the user. Working within this scope, the teacher with creativity will determine the best use to be made of the material offered. The process of revising and improving such a guide must be a continuous one in which all teachers are involved. Involvement means sharing.

Replacing our present syllabus, we have constructed a five phase program. Hopefully, we have prized the best of what we have and have added those elements which may be successfully implemented.

Each phase has its own particular characteristics:

READING AND LITERATURE, which

recognizes that learning to improve reading skills is a continuous process
gives attention to the need for study skills

adjusts to all levels of ability

affords the opportunity for students to learn truths about people

prizes the old but recognizes the contemporary which is good

provides for the reading of all types of literature
poetry, drama, biography, fiction and non-fiction

uses audio-visual materials which Bruner terms "devices for vicarious experiences"

INTRODUCTION (continued)

WRITING, which

- develops writing skills
- offers frequent practice in "practical" writing but encourages personal writing
- stresses the value of writing as related to other aspects of the English program
- emphasizes the process of writing
- provides for experiences in descriptive and narrative writing
- recognizes that audiences other than the teacher may be offered to the student
- stresses the mechanics of legible handwriting

LANGUAGE, which

- distinguishes between grammar and usage
- supports the research that "a grammatical rule is a statement of an abstraction and abstractions are difficult for many students and adults to grasp"
- encourages the inductive method of teaching grammar
- acknowledges the value of the study of dialects
- builds an interest in words

SPEAKING AND LISTENING, which

- acknowledges the fact that the "spoken" language is the language
- recognizes the value of effective communication
- provides the opportunity for students to learn and practice both speaking and listening skills
- affords the opportunity for student interaction

CAREER EDUCATION, which

- recognizes that a career is a way of life
- encourages an awareness of self and interpersonal relations

INTRODUCTION (continued)

provides for decision making activities

acknowledges the relevance of education

emphasizes an awareness of values

We believe with Einstein that "it is essential that the student acquire an understanding of and a lively feeling for values. He must acquire a vivid sense of the beautiful and the morally good. Otherwise he - with his specialized knowledge - more closely resembles a well trained dog than a harmoniously developed person."

GRADE SEVEN - PHASES 1-2-3

Reading and Literature	Writing	Language: Grammar and Usage	Speaking, Listening	Career Education
Decoding skills: sounds syllables root words suffixes, prefixes Comprehension: Reading to find main idea to select details to answer questions Rate: Key words Phrasing (thought units) SQ3R (Survey, Question, Read, Restate, Review) Appreciation: reading for pleasure understanding plot Library Orientation Group/Individual Directed Reading Study of make-up of books Diagnosis and correction of individual reading disabilities with the help of the reading specialist.	Practice in form of preparing papers Personal writing: sketches journals Paragraph main idea supportive sentences Writing for English and content area subjects: definitions brief essay answers summaries Writing after viewing films, filmstrips	Subject - Verb Direct Object End Punctuation Capitalization Simple Sentence By putting together its component parts, the student may better understand the concept of a sentence. Sentence building with adjectives Vocabulary: sight vocabulary word study from reading selections context clues Spelling: Basic Lists Student writing Dictionary: pronunciation key guide words syllables Usage - See Recommendations Word Study Dialects	Oral Reading Choral reading Pantomime Practice: asking and answering questions giving and taking directions Reporting: hobbies interests references other areas Listening to write from dictation Listening to enjoy Recognizing the importance of courtesy, responsibility, participation in listening situations Role Playing and Improvisation	Guidance Program: Study habits and attitudes Orientation to Career Resource Center Investigation of job clusters Research of one career Values Activities English: International Lifestyles Interdisciplinary Unit Personal Inventory Occupational Analogies

34/382

GRADE SEVEN - PHASES 4 and 5

Reading and Literature	Writing	Language: Grammar and Usage	Speaking, Listening	Career Education
Basic skills from Phases 1-2-3 as needed. Comprehension: Purposes of reading: to follow directions to see relationship between main ideas and details to see time relation ships to recognize spatial relationships Interpretation: recognizing sequence of plot noting character change sensing emotion visualizing character and setting Library Orientation Group/Individual Diagnosis and correction of individual reading disabilities with the help of the reading specialist.	Topic sentence: Supporting sentences Topic outlining: One major division Sub-topics Creative outline Simple plan for student composition Note taking in topic outline form Personal Writing Autobiographical sketches Letters Friendly Thank you Expository Brief reports based on writing Transposing in student's words Writing based on reading Avoid stereotyped report	Subject Noun Personal Pronoun Verb Action Linking Simple Tense Complement Direct Object Predicate Adjective Predicate Nominative Simple Sentence Punctuation Capitalization Adjective-Comparison Adverb Conjunction (Coordinating for use in compounds) Object of Preposition Adjectives and Adverb Phrases Usage - See Recommendations Spelling Dictionary Vocabulary Word Study Dialects	Oral reading Choral reading Pantomime Practice: asking and answering questions giving and taking directions Reporting: hobbies interests references other areas Listening to write from dictation Listening to enjoy Recognizing the importance of courtesy, responsibility, participation in listening situations Role Playing and Improvisation	Guidance Program: Study habits and attitudes Orientation to Career Resource Center Investigation of job clusters Research of one career Values Activities English: International Lifestyles Interdisciplinary Unit Personal Inventory Occupational Analogies My Abilities

343/344

GRADE EIGHT - PHASES 1-2-3

Reading and Literature	Writing	Language: Grammar and Usage	Speaking, Listening	Career Education
Refine basic skills Pre-reading (Preparation for a reading assignment) Skills: Defining purpose for reading Adapting rate to purpose and content Understanding sequence of ideas and events Understanding conflict basic to plot Study of general make-up of books noting the plan of the authors Oral Reading Pronunciation Expression Appreciation: Understanding major and minor characters Interpreting dialect and other unfamiliar language Library Diagnosis and correction of individual reading disabilities with the help of the reading specialist.	Pre-writing Re-writing Note taking for content area subjects Reference work: Brief reports in student's own words Tone: Business letter and friendly letter to peers to elders Post cards of request Writing based on reading Writing based on viewing television and class films Personal writing Hobbies Articles for school newspaper Summary of a short story applying time sequence	Predicate Adjective Predicate Nominative Adverb Compound parts of simple sentence Prepositional phrases Spelling from Spelling text Grammar text Student writing Vocabulary/Dictionary Words from reading Activities in use of telephone book Usage - See Recommendations Word Study Dialects	Oral reports Small group discussions Taping of discussion, listening Discussion of films, television Introductions and responses Taking and giving messages Pantomime Characterization (Scenes from literature) Role Playing and Improvisation	Guidance/English: Career Fair Preparation, orientation, and evaluation surveys in Career Resource Room English: Study habits and attitudes Community Lifestyles Personal Traits Personal Inventory Self Appraisal Chart

345/346

GRADE EIGHT - PHASES 4-5

Reading and Literature	Writing	Language: Grammar and Usage	Speaking, Listening	Career Education
Skills taught as needed Pre-reading (Preparation for a reading assignment) Word Study Derivation Vocabulary from literature Comprehension Organizing ideas in the selection Recognizing cause and effect relationships Receptive reading Interpretation Mood, atmosphere Dialect in literature Literary devices Flash back Figures of Speech Simile Metaphor Personification Alliteration Theme in literature Relating reading to current affairs Oral Reading Pronunciation Expression Library Dialects in literature Diagnosis and correction of individual reading disabilities with the help of the reading specialist.	Pre-writing Re-writing Progression in outlining Note taking to develop listening skills Letters of Request and Order Friendly Letters (End teaching of letter form with grade eight) Report based on two references Outlining-two point Summarizing Personal Writing Correlate personal experience with literature Books Comparative terms Dialogue: Punctuation Capitalization	Noun Abstract concrete Appositive Pronoun Indefinite Possessive Cases Agreement Subject-verb Verb Perfect tenses Conjugation Passive Voice Transitive Mood Conjunction Correlative Distinction between Simple Sentence Patterns Compound Sentence Clause: Adjective/Relative pronoun Adverb/Subordinating Conjunction Complex Sentence Spelling Grammar text Spelling text Student writing Vocabulary/Dictionary Word families Synonyms, antonyms, homonyms Vocabulary text Word Study Dialects	Listening: for specific information to organize information to develop different solutions to infer cause behind facts to form opinion Speaking: Small Group Discussion Oral Book Reporting Taping Discussion Dramatizing Scenes from literature Role Playing and Improvisation	Guidance/English: Career Fair Preparation, orientation and evaluation surveys in Career Resource Room English: Study habits and attitudes Community Lifestyles Personal Traits Personal Inventory Self Appraisal Chart

347/348

GRADE NINE - PHASES 1-2-3

Reading and Literature	Writing	Language: Grammar and Usage	Speaking, Listening	Career Education
Basic Skills as needed Pre-reading (Preparation for a reading assignment) Word Study Structural clues to meaning Vocabulary from literature Rate Approaches to Reading Skimming Rapid Average Slow and Careful Comprehension Drawing conclusions Distinguishing fact and opinion Irrelevant Evaluate, organize, use information Appreciation Identify with characters Recognize that literature can be used to understand one's life and oneself Diagnosis and correction of individual reading disabilities with the help of the reading specialist.	Pre-writing Re-writing Outlining for speeches and reports Writing directions and explanations Writing about leisure activities Writing from job shadowing Personal Writing Writing open letter to school paper to daily paper Writing from reading Writing reviews of radio, television, films	Pronouns Agreement subject and verb Conjunctions Compound Sentence Spelling Vocabulary/Dictionary Vocabulary text Usage - See Recommendations Word Study Dialects	Giving directions and explanations Taking directions (as in job shadowing) Listening to recordings of good literature followed by class discussions Listening to take notes for a personal interview Adapting speech to audience and occasion Participating in panel discussions Role Playing and Improvisation Ninth grade speech syllabus includes purposes of speech.	Guidance/English: Job Shadowing Preparation and Evaluation English: Individual Lifestyles Nine Week Courses: Self and Career Exploration Introduction to Careers Who Am I?

349/350

GRADE NINE - PHASES 4-5

Reading and Literature	Writing	Language: Grammar and Usage	Speaking, Listening	Career Education
Pre-reading (Preparation for a reading assignment) Rate: Approaches to Reading Comprehension Inferring special shade of meaning as determined by the context Increasing competence in critical reading, stressing ability to distinguish fact and opinion Relating reading to past reading through mythology and poetry Comparing characters, settings and conflicts in current reading to those in previously read books Interpretation Character traits Motivation of characters Character and environment Effect of language Figures of speech Imagery Symbolism Satire Style	Pre-writing Re-writing Planning and preparing a multi-paragraph theme suited to specific purpose: entertain, inform, persuade, self-release Refining the use of transitional devices Writing five kinds of expository paragraphs Outlining for speeches and reports Creating variety in sentence structure Preparing investigative reports about selected authors Improving personal writing through opinion essays for varied audiences Diagnosis and correction of individual reading disabilities with the help of the reading specialist.	Noun Clause Compound-complex sentence Verbals Parallelism Subjunctive Spelling Vocabulary/Dictionary Vocabulary text Origin word histories Vocabulary from literature Word Study Dialects	Enjoying literature through appreciative listening Adapting speech to audience and occasion Participating in general and panel discussions Using techniques of oral interpretation Role Playing and Improvisation	Guidance/English: Job Shadowing Preparation and Evaluation English: Individual Lifestyles Nine Week Courses: Self and Career Exploration Introduction to Careers Who Am I?

351/352

STUDY SKILLS

READING

If the teacher does nothing else about improving study methods, he will be doing the students a great service by at least insisting on an intelligent preliminary survey of any reading assignment. It will give direction and organization to their reading and improve their comprehension and retention.

HOW TO INTRODUCE A READING ASSIGNMENT

1. See that no student is reading "over his head."
2. Define clearly the purpose for reading.
3. Teach vocabulary before they read.
4. Suggest how to approach each reading assignment.
5. Demonstrate occasionally.

FIVE APPROACHES TO READING

1. SKIMMING - searching for a single piece of information, or when examining a selection to see if it contains what he wants.
2. VERY RAPID - suitable for entertainment only.
3. RAPID - when the purpose is grasping only the more important ideas and facts. Much of the content of newspapers and magazines is intended for rapid.
4. AVERAGE - certain chapters in social studies, a novel, Natural History article.
5. A SLOW AND CAREFUL APPROACH -
 - to weigh the truth of what he is reading
 - to retain details
 - to linger over artistic wording

STUDY SKILLS

READING

1. Receptive reading is reading to locate and identify facts, opinions, and reports. It is reading to absorb the message.
2. Critical reading is reading to appraise, evaluate, and to form judgments.
3. Creative may be divided into two subdivisions:
 1. divergent is the use of the author's ideas to lead the way to new concepts
 2. convergent is the use of the author's and the reader's ideas to converge on an existing answer to a problem.

Example:

If a person wants to find the date of an event, he uses receptive. If he wants to evaluate the accuracy of the date, he is doing critical reading. If he wants to place the date into an event sequence, he uses convergent creative reading. If he envisions how he would have lived in that era, he uses divergent creative thinking.

CREATIVE READING

Techniques

1. extending the idea of the author by asking, "Could we apply this to another situation?"
2. asking, "What can we add to this idea to make it fit another situation?"
3. asking for problems related to the one presented by the author.
4. asking students to find similarities between unrelated sections.
5. asking for reasons why an author used a personification and asking the students to substitute their own personification.
6. asking students to add lines to an incomplete poem.
7. asking for solutions to social problems other than the one presented by the author.
8. asking for differences between similar descriptions of an event.

THE READING AND LITERATURE PROGRAMS

"Some subjects are more important than others. Reading is the most important of all."

Blueprints for Better Reading: School Programs for Promoting Skill and Interest in Reading offers these basic concepts:

1. Reading can be a potent factor in the development of knowledge, understandings, appreciations, values, and beliefs required by the individual in dealing with his own problems and in relating effectively to others. Reading, however, is a complicated skill, and the degree of facility in reading attained by pupils depends on sound basic instruction; on the teacher's understanding of the motivations, drives, and interests of his pupils; and on his skill in encouraging young people to read and to generalize from their reading, to relate and apply the values in many situations and associations.
2. It should not be taken for granted that boys and girls in the middle and upper grades have learned to read and hence have no further need for reading guidance in the content subjects. Reading the words is a basic skill, but discovering what the words mean, relating ideas, utilizing and applying the knowledge gained is skill in reading. Moreover, there are a number of intermediate skills such as skimming, outlining, note-taking, and reporting that are essential in the gathering and utilization of knowledge. These are not acquired by chance. They must be taught.
3. The idea that the child will learn to read by reading and that he will develop interest in books if they are made accessible to him is no longer acceptable. School administrators, librarians, and teachers must continue their efforts to provide reading materials that meet the needs and interests of their pupils. Exposure to books and other nondirective reading guidance techniques are sufficient motivations for large numbers of children. For still larger numbers, reading periods in the classroom or library, when little guidance is given, produce neither interest nor skill. Only as librarians and teachers provide real learning situations in reading guidance, taking into account such viewpoints about learning as readiness, relatedness, and usefulness of learning experiences, will pupils learn to like to read and develop the skills for reading to learn.
4. The image of the librarian as a keeper and dispenser of books and other learning materials held by many teachers, administrators, and librarians can and will be dispelled as librarians assume real leadership roles in librarian-centered reading guidance programs in the schools.
5. Skill and interest must be considered interdependent factors in the development of reading tastes and habits. The skillful reader tends to develop and maintain high interest in reading. In turn, high interest motivates the development of greater skill. In planning reading programs teachers and librarians tend to consider these two factors as mutually exclusive. They make a sharp distinction between free, voluntary, or recreational reading, and required or reference reading. The attendant result of compartmentalizing reading, of labeling and categorizing reading activities, is that pupils sometimes gain the

impression that free or recreational reading is interesting, while reading for information is dull and difficult.

6. The growing number of research projects in special areas and disciplines has brought about a sharp increase in curriculum offerings in these areas. The additive concept of curriculum change and improvement which is operating at present threatens to produce a curriculum that may topple under its own weight. Many of the new approaches appear promising as teachers and administrators seek to upgrade standards of achievement, but there appears to be no time for leisure reading in school libraries or at least insufficient time for self-learning and investigation on the part of secondary school pupils. The time is approaching when priorities will have to be established as to the relative merits of programs, whether they be driver education or honors courses in literature and reading.

7. Reading does not stand in danger of becoming obsolete although people are increasingly entertained and informed by such mass media of communication as television, radio, movies, the newsreels, tabloids, comics, and pictorial magazines. These media may be competitive users of time but they cannot provide, as books do, the complete record of man's best thinking or the story of his cultural heritage. Moreover, the symbols on the pages of a book are not fleeting and evanescent. The reader may proceed at his own rate, may pause to reflect, to question, to clarify his thinking, to weigh his own values, to agree or disagree. Thus for the skillful reader, books can be a charging of mind and spirit, a pleasure that needs no defense or explanation.

STEPS IN CONCEPT BUILDING IN GRAMMAR

1. Have students construct sentences lacking the element to be taught.
2. To these sentences add the new element in such a way as to make very clear what has been added.
3. Lead students to recognize what has happened to the meaning or structure of the sentence as a result of the addition.
4. Have students construct many sentences making use of the new element in its normal applications. This is the point to watch for confusions and to assist the student in correcting them.
5. When the use of the element is familiar, when it can be recognized unmistakably in written sentences, and when the student can create sentences using the element accurately; then teach its name, and give sufficient practice in the use of the element thereafter to attach the name to the function it performs.
6. To test the student's grasp of the concept, call upon him to write sentences employing the named element in the various sentence patterns to which it applies.

LISTENING SKILLS

Twenty-three major studies have reported a correlation between reading and listening. One study found that listening tests provided the best measure of reading potential. Therefore, it has been concluded that instruction in listening skills leads to improved reading. Listening and reading both involve comprehension, interpretation, and evaluation; in each area students identify and recognize words and then associate them with past experiences.

The Curriculum Council for Southern New Jersey structured a checklist form for determining the competency level of students in applying their listening skills.

Junior and Senior High School

The student is able to:

1. discern what has not been said as well as what has been said.
2. summarize, noting central and supporting ideas.
3. note prejudice and emotion laden words and ideas.
4. take well organized notes.
5. detect the way the speaker uses his voice and gestures, as well as words, to influence the listener.
6. question such words as always-never -- either-or when used by the speaker.
7. evaluate the way supporting evidence substantiates the speaker's generalizations.

Asking questions, giving short quizzes, asking for outlines of major points made by speakers, checking pupil notes -- by these and other simple evaluative methods, every teacher can determine if listening takes place.

Criteria for effective listening in any situation need not be complex or involved. They can be as simple as --

Does the student know the main points made by the speaker?

Does he ask intelligent questions of the speaker, in a quest for more knowledge or clarification?

Can he restate the ideas in his own words?

Can the student interpret what he has heard?

LISTENING SKILLS (continued)

Can the pupil intelligently discuss what he heard with the teacher, the speaker, or other pupils?

Can the student distinguish between emotional words or phrases and objective fact?

Does the student retain what he heard to the extent that some portion of the ideas or facts presented by the speaker can be recalled in essence an hour, a day, a week, or a month later?

DIALECTS

In the United States there is no one standard dialect. There is no one regional speech pattern recognized throughout the nation as the prestigious way of talking. Everyone speaks a regional dialect. Most people say of the New Englander, the Texan or the New Yorker, "He has a dialect, but I certainly don't." Many of us have prejudices about language, especially about other people's dialects. Despite this, no dialect is superior to another and a study of dialect could hopefully weaken such common prejudices. Therefore, developing an understanding and appreciation of dialect differences is to be fostered early in junior high.

A teacher might begin by reading aloud to students. They will thus be introduced to literature, poetry, and drama that reflects dialect differences. This promotes an appreciation of dialects rather than teaching the dialects themselves. "The oral reading of literature that reflects dialect differences maintains many of the dialect's effective communication devices -- variation of rhyme and rhythmic patterns, the exact meaning and mood, or tonal range -- which is lost on the printed page."

POETRY

Concepts:

Poetry should be read for enjoyment

Poetry is written to be read aloud

Poetry is one way man expresses his emotions

Poetry takes many forms

Poetry contains a variety of figurative language and symbolism

Poetry reveals man's relationship to himself, to his fellow man, nature and environment

Conciseness of poetry is part of its beauty

Suggestions:

Introduce poetry for enjoyment. Do not overteach.

Emphasize the fact that poetry is sound and encourage reading aloud -- teacher reading, pupil reading, and choral reading.

Allow the student to develop his own taste by looking at a poem for what it says. He should not be dependent on another's response.

Paraphrase a poem into a short story or another form of prose. What does the paraphrase lack that the original poem had?

Poetry is often more rewarding when not taught as a unit. Relating selections to other units helps retain freshness in perspective. Narrative poetry could be correlated to narrative writing and short story structure.

Folk music is poetry. Using examples of popular folk music is a natural first step leading to a study of the ballad. The ballad form is primarily concerned with action rather than setting, characters, or theme. The action usually involves a single situation with the same level of tension throughout. It is similar to presenting only the final act of a play.

Writing Cinquains

This exercise will fill 5 or 10 minutes of the class period. The multi-purpose unit gets students used to manipulating words, helps remove the stigma of "writing poetry," and is fun.

Tell the class you're going to build a class poem and ask for a noun to write about. Write the word on the board, or have a student volunteer to write the words. Continue asking for suggestions for words to fulfill the requirements for a cinquain, writing each line on the board. The requirements for a cinquain

are:

- a. a word for the title
- b. two words to describe the title
- c. three words to express action
- d. four words to express a feeling
- e. the title again, or a word like it

Do several as a group. If time permits have students write individually and read them to the class. Or starting everyone on the same noun, read one line of four different poems to build a different poem.

Writing Communal Poetry

This is an in-class project. The subject is chosen beforehand, giving the students several days to do research and examine their own experiences with the subject. To begin the session, the group leader asks questions designed to elicit personal sensory responses from the students. The responses are recorded on the blackboard. The group leader edits, rejecting clichés and prosaic phrases, and encouraging the students to express their thoughts more succinctly. When the board is filled with "raw material" the students choose a beginning line. The group leader helps in further selection of phrases, and brings to attention the naturally emerging rhythm. Changes are permitted, but no new material may be added. After the ending line, the group leader reads the entire poem. The students choose a title and sign their names. This could be done in smaller groups, with one student in each group acting as leader. Another variation could be the use of surprise topics.

You might like to experiment with the following poems. The second is a less poetic translation of the original. Students might offer their reactions to this and the other poetry on the sheet. It is quite possible that your students like many others may not recognize the fourth as a weather report written in a poetic form.

An old silent pond ...
A frog jumps into the pond,
Splash! Silence again.

Basho

Old pond:
frog jump in --
water sound.

Basho

Wild geese flying
In stiff, stiff lines --
The sky colder.

Suiha

Snow
in the northern hills ...
Rain
in the coastal valleys ...
Fog
along
the
shores.
Today

USAGE ITEMS FOR THE JUNIOR HIGH SCHOOL

Speech Forms to be Taught in the Junior High School

Forms Not Accepted

Accepted Forms

Pronouns

Will you wait for John and I?
Did you see her and I?
Let him and I do the work.
Us boys want to go.
She invited we girls to the party.
This is the man which did the work.

John and me
her and me
him and me
we boys
us girls
who or that

Verbs

Inflectional Endings

He ask me to go. (and other -ed forms)
We began the work at three o'clock.
I brung my lunch.
He done the work well.
I drunk it all.
She give me the picture.
He run all the way.
Then he came to me and says ...
He seen the accident
They have ate all the melon.
He has began to read the book.
I've broke my pencil.
He has came here before.
I have drank (or drunken) all the milk.
The bell has rang.
My dress is tore.
My dress is wore out.

asked
began
brought
did
drank
gave
ran
said
saw
eaten
began
broken
come
drunk
rung
torn
worn

Agreement with Subject

One of the books are lost.
Each of the books are interesting.
He don't play chess.

is
is
doesn't

Miscellaneous

You had ought (you'd ought) to do that
Learn us a new game.
Leave me see the butterfly.
Set in this chair; he set in the chair;
has set in the chair.

You ought
teach
let
sit, sat, has sat

Forms Not Accepted

Accepted Forms

Adjectives and Adverbs

Is he eating a apple?
 This here book is mine.
 That there one is yours.
 Do you know them boys?
 I don't like these kind (those kind) of stories.

an
 this book
 that one
 those

 this kind, that kind,
 these kinds, those kinds

Double Negatives

He don't have none of them.

He doesn't have any,
 hasn't any, has none,
 hasn't got any, has got none

Haven't you never been to Chicago?

Haven't you ever, Have you never

Jane don't have no pen.

Jane doesn't have a pen,
 has no pen, hasn't got a pen

I haven't nothing to do.

I don't have anything to do, have nothing to do, haven't anything, haven't got anything

Miscellaneous

My brother he went to the football game. (and other double subjects)

If he'd of come; would of come; should of come. (spelling error for have or 've)

AUTOBIOGRAPHY

One of the most interesting and productive ventures can be the assigning of student autobiographies. This may cover any time period the teacher chooses. You might select any of the following recommendations:

Make a collage of pictures that will represent your personality. Write an interpretation of it.

Make a collage of pictures showing your likes and dislikes. Discuss it with the class.

The teacher might put up construction paper of various colors. Ask students to identify themselves with three of the colors. Then discuss what traits would be associated with the colors.

Have students bring in baby pictures of themselves. Classmates enjoy identifying students in the photographs.

Suggest categories that help students get started:

- A. Sample ideas from parents, older relatives or from baby books:
 - day you were born
 - weather on that day
 - news on day of your birth (microfilm copies available in library)
 - fads of the time
 - first home
 - diseases, illnesses you have had
- B. Special times
 - you have had with your family, your friends--
 - holidays, birthdays, vacations
- C. Places
 - where you spend much of your time
 - areas you have read about
 - places you would like to visit
- D. People
 - friends, people you like, people who matter to you
- E. Memories
 - of successful times
 - embarrassing moments
- F. Music
 - that you enjoy, groups you enjoy listening to,
 - a musical instrument you play

G. Sports

that interest you - as a spectator or as an active participant

H. Animals

dog or cat stories, pets, snake or goldfish stories

I. Day of Discovery

you learned you could: depend on yourself, solve a problem, be trusted on to make a decision

J. Look at Yourself

Write about yourself or something that has happened to you from the point of view of your friend, an older relative, a younger brother or sister. Write about yourself as he or she rather than as I.

K. Alternative

You might tape your story before writing it - Think about:
Did you ever defend someone?
Did you miss the opportunity to stand up for someone when you had the chance?
Why do people become friends?
Do you remember someone who didn't impress you too much at first but who later became a friend? What changed your mind?

A GRAMMATICAL AUTOBIOGRAPHY

1. Tell where you live now. Use a proper noun in a prepositional phrase.
2. Describe your appearance. Use an adverb or a predicate adjective.
3. Write three sentences that describe your character traits in different situations. Begin each sentence with a prepositional phrase and end with a predicate adjective. Example: During a game I am excited.
4. Write two actions you did this week. Put an adverb telling how before the verb and a prepositional phrase telling where after the verb. Example: Unhappily I reported to the office.
5. Mention a place you visited recently. Open your sentence with a prepositional phrase telling when. Use a verb taking a direct object. Example: During the summer I visited Canada.
6. Tell three things you usually do after school.
7. Use three nouns that name your favorite tastes, sounds, sights. Put a descriptive adjective before the noun and an -ing word after it. Example: roasted hot dog sizzling

AUTOBIOGRAPHY (continued)

8. Give two of your favorite authors. Use predicate nouns.
9. List two wishes or hopes you had this week. Begin with an adverb. Example: Hopefully I dreamed of an easy test.
10. Tell of two times you gave something to a friend. Use your friend's name as an indirect object.
11. Begin a sentence with, "When I was nine." Tell your chief fear. Then underline the when clause and put a comma after it.
12. Tell of a time you were injured. Use a transitive verb.
13. Write a definition of beauty, using a predicate noun. Use a word picture in your definition.
14. Define in one sentence a word such as friend, brother, hope, patriotism. Begin with the words, "To me." Use a predicate noun that creates a word picture.

After you have exhausted all possibilities, prepare an outline of your story about you. Hand it in to be checked. Then write a draft which will also be checked. When you are passing in your finished product, illustrate it with snapshots, drawings, cartoons, old school pictures or papers. The cover provides an excellent opportunity for originality. Student creations have included: a photostat of his birth certificate, a Time magazine cover with the student's picture as "Man of the Year," the first rose presented to her mother at the student's birth.

PRE-PRODUCTION WRITING

Purpose: To make students aware of the fact that all project planning involves the composition process.

Procedure:

1. The student writes in detail his plans for a project for another class.
2. Possible projects could include:
 - a. Home economics: a notebook of home decorating ideas, a collection of favorite recipes, hints on sewing synthetic fabrics.
 - b. Foreign language: making a tape for the use of a foreign language student studying English.
 - c. Mechanical/technical drawing classes: plans for a house, or a small commercial building with detailed explanations of purpose and function.
 - d. Social studies: construction of a model of an historical building or the reproduction of a document.
 - e. Woodworking/metal classes: drawings and written descriptions of the process to be followed in the creation of a piece of furniture, a metal wall hanging, etc.
 - f. Mathematics: a written description of the construction of three dimensional figures illustrating mathematical principles.

Response:

1. The teacher's approval of the project on the basis of the preliminary written description will be the primary response.
2. The teacher's (other subject area) acceptance of the finished project for credit will be the final response.

Variation:

Procedure:

1. A student works with a partner to conceive of a possible project, product, or a service for which a need exists.
2. All communication from the beginning must be conducted in writing.
3. Writing continues until both are sure that they understand each other's ideas, the process of putting the product together, and the end result.

Response:

1. One partner gets up to explain the project orally to the class. The other must remain silent even if he disagrees with what is being said.
2. The second partner then has a chance to set the record straight to the class.
3. Both partners then discuss the difficulties they experienced in communicating during the project. (Explanation may be done in front of the class or with the teacher or as a written assignment.)

NONVERBAL ACTIVITIES

The following are suggestions which can be used to heighten students' awareness of nonverbal communication and their sensitivity:

Have students create a montage which is a collection of elements from different sources, such as parts of pictures, photographs, and drawings, combined to give a total effect; thus a montage communicates an idea or topic without words. Students can share magazines and other sources of material in class, but they should not divulge their topic. When the montages are completed, show each one to the class. If it can be understood without discussion, then the montage can be considered a successful communication.

Obtain some small art objects, such as dolls and animals constructed from various fabrics and metals. Allow each student to handle and explore one item at a time while he is blindfolded. The student should write a brief description for each artifact. When all objects have been shared and descriptions written, compare the experiences of the students. Then show each object to the class. Discuss perception and compare the use of verbal language to immediate experience.

Take a picture or photograph of a person and have students write a description of the item so that a person who has not seen it would know what the person in the picture looks like. The students' descriptions can then be compared and the ensuing discussion can once again cover perception and the use of verbal language in relation to immediate experience.

Place labels, such as "a mean, grouchy neighbor" and "a soft touch", on appropriate pictures of people. The students choose one stereotype and write a description. They will obviously be aided by the nonverbal cues in the pictures and those based on their experiences with the stereotyped person.

Students can interpret editorial cartoons with no captions by using the nonverbal cues present.

ROLE PLAYING AND IMPROVISATION

Role playing and improvisation combine gesture and movement with language. Improvisation can be used in conjunction with many different kinds of classroom activities and units. Students can explore their own values and feelings in a "Who Am I?" or a values clarification unit; students may gain insights about an issue or topic by setting up improvisational situations in which various aspects of the issue are represented by various roles or characters; students can become personally and concretely involved with the characters, predicaments, and issues of a literary piece by role playing the characters and acting out some of the situations in literature. In addition, writing ideas may grow out of dramatic situations in which a student participates; dramatizations of parent/child conflicts, television stereotypes, occupational situations may provide new perspectives for students to explore in writing.

For some students, no matter how supportive the environment and the teacher, the role playing situation in which he must express himself physically and orally is intimidating. Even if the improvisation is not going to be "performed" some students are shy and feel inadequate in having to take on a persona in front of even a small group of peers. Those students should be allowed to participate in some other ways of role playing.

This article and pantomime, role playing and improvisation activities were taken from The Inkwell.

WRITING ACTIVITIES

GRADE SEVEN

Construct a collage on a theme (speed, loneliness, hunger, tenderness, happiness). Write about your creation.

Interview four different students on a pertinent topic and write a summary of their views.

You don't like guns and you don't believe in killing animals. For your Christmas gift, your rich uncle sends you a hunting rifle with 200 pounds of ammunition. Write him a letter and refuse the gift as agreeably as you can.

Invent an animal. Sketch it. Write a description of what it eats, how it moves, where it lives.

Write a description of your room to a friend in Washington. Write about the same room to a blind student who will be living in your room while you are away on vacation for a week.

Describe one of your parents to the Missing Persons' Bureau; describe the same person to a friend.

Watch a person you don't know for several minutes; describe the expression on his or her face.

Describe a real-life landscape scene.

Write a letter to complain about a product.

GRADE SEVEN

CREATIVE WRITING - IDEAS USING THE NEWSPAPER

Have the student write a newspaper style account of "The Tortoise and the Hare" as if the student were a reporter covering the event of the big race. The student may use any other literary character or event that might interest him. Include a headline.

Variation: With a partner, student might create an interview. One play the newspaper reporter, one may be the tortoise. They can use any angle, straight news or feature type depending upon the characters or events they choose.

NOTE: Why "The Tortoise and the Hare"? For motivation! The tortoise and the hare interview always turns out to be a comedy. The students enjoy watching it and are motivated to try something like it themselves.

Prepare a ME, MYSELF, AND I collage using words or photos in the newspaper that might fit the child's personality, likes, dislikes--anything that might describe him. Leave his name off; have the others guess WHO. This one is an excellent instant room decoration project the first week of school.

Take this example of quick thinking.

NOT BOMB

Lincoln, England (UPI)--The red box lying by the road was ticking, so the elderly gentleman threw it into the River Witham before it could explode. Police said later they wanted to ask him to pinpoint the spot--so the gas company could recover its \$200 equipment used for detecting gas leaks.

Is there a sequel to this story that might add to the already humorous conclusion? Try this one: A week later the same man carries a small, ticking box into the gas company, explaining that he found another one of their detecting devices. Some employees agree and thank him for his efforts; others say it doesn't look like the device and might be a bomb. Twenty minutes later....

Write a newspaper account of "Snow White," "The Three Bears" ... Students enjoy reading them aloud. The headlines for these stories are excellent vocabulary builders.

Create a short play based on a newspaper story, picture, or feature. Plan the action, but create dialogue on the spot. Several groups can do this activity in one class period.

THESE ACTIVITIES WORKED FOR OTHERS

GRADE SEVEN

Word Game

The beauty of this little lesson is that it encourages thinking about words, yet without the primary emphasis on spelling and meaning which throws so many student imaginations for a loss in word exercises. Words may be within the grasp of the student's imagination for some other reason. Perhaps a lesson such as this, which will make any student grope for words, will lead the student to reach for meanings and spellings later.

The teacher should ask the students to take pen and paper. On the signal to begin, they write as many words as they think of that begin with a certain letter of the alphabet, "b" for example. At the end of the first minute the teacher says, "Now do words beginning with 'h'," or any arbitrary letter, and continues in this manner changing to a different letter each minute until the ten minutes are up. Upon collecting the papers the teacher may examine them as examples of word facility, recall, vocabulary level, spelling ability, and imagination, yet none of these indicators was presented to the students as the reason for doing the exercise. Oh yes, be sure to tell the students beforehand to write words down regardless of whether they know the meanings or the correct spelling, and also that they are free to create new words.

To prove that this is not a pointless task, and to see that words are associated not only by common first letters, but also by sound, syllable groups, prefixes, suffixes, roots, stems, and endings, try this yourself for two minutes, using the letters "c" and "m." Then after compiling your brief list, check it over and see if you detect that a certain freedom of imagination was at play there because you were not primarily concerned with the correct spellings or meanings.

Dictionary--Definition

This lesson allows the student to work with words unfamiliar to him and use the dictionary as a tool for enjoyment rather than as a ponderous volume of correctly spelled words.

Divide the class into groups of five and give one dictionary to each group. Have one member of the group choose from anywhere in the dictionary a single word unknown to anyone in the group. After reading the word to the group, he writes, in his own words, the definition on a piece of paper. The other members of the group make up and write down their own definition and give it to the leader of the group. The leader then reads all the definitions, after which, everyone in the group except the leader votes for what he believes to be the correct definition. One point is given to a player every time his definition receives a vote and to whomever votes for the correct definition. The leader loses a point for every vote given to the correct definition. Change leaders.

Thoroughly Modern Mother Goose

We are all familiar with the attention-getting economy of the newspaper headline, ever since Variety pegged Black Thursday with "Wall Street Lays an Egg." In fact, we tend to take headlines for granted, forgetting that once upon a time there were no newspapers and no BIG BOLD HEADLINES. So what follows may provide a temporary cure for this complacency. It's a guessing game, short and fun.

Each of the following headlines suggest a different popular fairy tale or Mother Goose rhyme. Can you guess each title? "Cow Sighted by Astronauts in Lunar Probe." "Trumpeter Misses Performance, Claims Forty Winks." "Husband Arraigned; Wife Tells Bizarre Story of Captivity." "Girl Flees from Eight-Legged A.M. Assailant." "Hubbard Seeks Help for Starving Canine." "Millions Cheer Sling-shot Kid." "I Couldn't Save Granny, says Ax-Wielding Woodsman." These are but a few examples. It might be also worthwhile to turn the tables and ask the students to become copy editors for a new batch of old familiar stories or songs. See how many different headlines can express the same story.

WORD STUDY

GRADE SEVEN

A language approach which might intrigue students was recommended at a National Council of Teachers of English meeting. It involves the study of names. The student begins by looking at his own name, then moves to the names of others in the class. To begin, he is asked to look up his given name in a standard desk dictionary. A boy named Leroy would discover that his name is French in origin and means the king. Another might have a different reaction if his name is Ichabod, Hebrew for without honor. Last names may present a more difficult problem for many students, but they are nonetheless intrigued by names like heflour, the flower, Johnston, town of John, or Schwartz, black.

Many find it gives them a renewed interest in their family histories to discuss their origins with their parents.

PANTOMIME ACTIVITIES

GRADE SEVEN

For pantomimes in small groups, have students:

put up a prefab building; have them do it as a serious scene and as a comic scene.

perform a rescue operation; two students are on a cliff above; a third student is caught on a ledge below and is afraid to move.

act out a restaurant or banquet scene; some students are waiters, serving various courses of a meal; others are being waited on.

become fisherman; one is catching all the fish and the others are catching nothing; or, people are fishing from a boat in which one person is patient and the other impatient and can't sit still.

act out parts as sales people, selling furs, jewelry, etc.; customers are trying on all kinds of merchandise while the salesperson is convincing the customer to buy.

become patients in the waiting room of a doctor's office. Some patients are nervous, some are sick, some are impatient.

act out the scene of an automobile accident or bicycle collision.

ROLE PLAYING AND IMPROVISATION

GRADE SEVEN

Some possibilities:

Tape recording: Often students who are self-conscious about doing dramatic activities can handle tape recording. It's helpful for the student to be able to take the tape recorder to another area to tape a radio discussion or a radio play in which he takes on a new role or a new character.

Puppetry: Using puppets also gives students some anonymity. They can be invisible to an audience, and often find that liberating in terms of feeling comfortable about expressing the ideas and feelings of a character. In addition, students often enjoy creating their own puppets and can express the nature and personality of a character through their creation of a puppet.

When studying novels or short stories, have the students role play the major characters under different circumstances. For example, put one of the characters in a supermarket checkout line and let someone get ahead of him. The students might enjoy trying to guess how the characters would act in these situations. As they discuss the portrayals, the entire group gains insight into characterization.

Suggestions for improvisational situations:

A younger brother has been begging to drive his elder brother's new car; the elder brother finally gives in and the younger one has just wrecked the car and has to break the news.

A doctor is telling a nervous, fearful patient that he must have surgery.

DIALECTS

GRADE SEVEN

Since dialects usually have their roots in family background and nationality, the study of dialects for those entering junior high may well begin in their own homes.

ACTIVITIES

Students:

- may compare terms for family members.

- show how special nicknames or phrases have evolved.

- compare with relatives in other parts of the country differences in pronunciation and in vocabulary.

Investigate dialectal differences between generations. Are there great variations in the dialect used by grandparents and that used by students and their friends?

Create a dictionary of teen age slang.

OCCUPATIONAL ANALOGIES

GRADE SEVEN

Each of the sentences below is an incomplete analogy in which an occupation is associated with some item it uses or makes. Try to complete each sentence by choosing the occupation best defined by its example. (Example: Shorthand is to a secretary as a blackboard is to a teacher.)

1. Corrections are to a proofreader as paintings are to an _____.
2. Mailbox is to a postman as a limousine is to a _____.
3. Gas is to a gas attendant as a newspaper is to a _____.
4. Hair styling is to a beautician as a decorated cake is to a _____.
5. Shovel is to a laborer as a menu is to a _____.
6. Cap is to a nurse as a badge is to a _____.
7. Baton is to a conductor as a plow is to a _____.
8. Top is to a housekeeper as a typewriter is to a _____.
9. Book is to a librarian as plants are to a _____.
10. Pen is to an artist as horse is to a _____.

It is your turn to add your own analogies.

MY ABILITIES

GRADE SEVEN

1. I learn easily. Yes ____ No ____ ? ____
2. I can read well. Yes ____ No ____ ? ____
3. My grades are average or better. Yes ____ No ____ ? ____
4. I have a good memory. Yes ____ No ____ ? ____
5. My mental ability is average or better. Yes ____ No ____ ? ____
6. I possess average or better abilities in one or more of the following:

____ Athletic

____ Scientific

____ Artistic

____ Dramatic

____ Mechanical

____ Speaking

____ Musical

____ Selling

____ Mathematical

____ Dancing

PERSONAL INVENTORY

-37-

GRADE SEVEN

Please complete each.

1. Walking to school, I
2. I like to read
3. Sometimes I am afraid
4. When I have to read aloud
5. I'm at my best when
6. I can't understand why
7. I get angry when
8. I like people who
9. I spend money on
10. I'd read more if
11. I often worry about
12. To be on time is important because

-38-

PERSONAL INVENTORY (continued)

13. At home I like
14. My idea of a good friend
15. I do not like to
16. Reading comic books is
17. When I finish school, I
18. I hope I never
19. When I recite in class
20. I do not like to
21. I wonder
22. What I like to do best is
23. I wish that I

FROM AIDS TO CURRICULUM PLANNING:ENGLISH LANGUAGE ARTS - NOTE

Have individual writing folders. Let the students write as often as they like or have time to, and file their papers in their folders. Let the student select one composition over a two or three week period to be edited and finished in a completed copy for evaluation by himself and his teacher. While the class is writing the teacher should have two students at his desk; one is discussing the paper while the other child is waiting for the first to finish. This is recommended as one procedure for evaluating a composition.

Have students read compositions by other students in the class. Let them place penciled suggestions and comments at the bottom of the paper or on another sheet of paper.

Hand a set of papers to another class to be read, or to another teacher for him to distribute to his class. Comments could be attached to the papers.

Occasionally the teacher might read papers to note where students as a class are having difficulty with mechanics. By using the opaque projector the group can see what students are writing and what common problems they have.

Let the principal look at a set of papers for his evaluation. He might send a note or letter to the class, or could talk with the class about their writing. He could read several of the papers to the class.

Have the students let parents read compositions for their comments. Have them be more aware of what is being written than how to correct grammatical errors.

Have students discuss their procedure for organizing and expressing their ideas both before and during writing. Find out what suggestions they have for improving their work.

Let students tape their stories and poems for the class to hear.

Select some of the compositions for publication in the school newspaper or local newspaper.

Mimeograph a composition for the class to read and discuss. What do you like about the selection? Is it well written? How would you improve it? Is it legible? Is the person concerned with good grammar? How could the story have better continuity? Have the class actually judge the effectiveness of the written product. Keep in mind that the greatest value in such an experience is not to the writer of the composition but to the class in learning to evaluate written composition.

Read to your students how one central controlling idea has been experimented with in various patterns by well-known authors. One author has taken the main idea to be used in a short story, another through the novel, and still another as a magazine editorial. Discuss with your students that when a person feels the

purpose for his writing and is able to select a main idea resulting from his productive thinking and controlling purpose, he is ready to experiment with using this main idea in various patterns and manners of expression.

Suggest on the board three or four words and let the students weave a story around them. Have several read to the class. Then select one of the original stories and read the first paragraph or two to the class. Next have the students complete the story themselves. Or, select a story and read the ending to the group. This time have them write the beginning and the body of the story. For another pattern try using the same three or four words and write a title for a story, use vivid phrases to describe the words, write a myth, write a news article, try a few lines of poetry, or send a telegram.

Select four pictures and have the students write a paragraph or short story including ideas from all four pictures. Use the same pictures, or select others, to write sentences, a paragraph, a radio script, a feature article for the newspaper, or a mystery story.

The class might plan a program of any subject unit. In order to publicize the program one group could write advertisements and draw posters. Another group might plan the written program including a number of written patterns. The entire class might compose a letter of invitation to the principal and the parents. Finally, a review of the program might be written for the room or school newspaper.

GRADE EIGHT

CREATIVE WRITING - IDEAS USING THE NEWSPAPER

- Write an essay or story on an item in the newspaper that made you feel sad, happy, concerned. . .
- write a character sketch on an interesting figure currently in the news.
- Write a newspaper account (straight reporting) of some significant (or insignificant) event in your family life.
- Write a news story from an uncaptioned picture in the newspaper.

Keep a file on one or two comic strips for two weeks. Discuss sequence, language patterns, episodes, purposes, etc. Bonus: Teach direct quotation using the comic strips. Everything that appears in the "balloon" must have quotation marks around it. Students write one comic strip in paragraph form. Paragraph at each change of speaker.

Variation: Pack a comic strip with tag board. Clip the pictures apart and put in an envelope. Students try to arrange them in the proper sequential order. Use the Sunday edition because the comics are so colorful.

Find pictures that might tell a good story. Have students write a caption. Emphasize that the whole story must be under the picture since there is no other printed story connected with it. Use the 5 W's (who, what, where, when, why). Compare their story with the original caption.

WRIGHT RIGHT BUT WRONG

Chicago, Illinois (AP)--A 5-year-old boy crawled up on Santa's lap at a department store and asked him what Santa would need if he had two boots and one sock. Phil Wright, an Illinois State University graduate student in the off season, said he thought quickly and replied, "Another sock."

The child punched him hard in the stomach.

How might "Santa Claus" have reacted to the child? How might the child's parents reacted? Imagine other incidents--funny, sad, unusual--that could happen to a department store Santa. Perhaps interviews with some of them would reveal entertaining anecdotes.

DEFECTIVE (UN

Dayton, Ohio (UPI)--Two men walked into a restaurant with the intention of holding it up and one of them pulled a gun on the waitress. As he held the gun, its cylinder fell off and onto the counter. The men looked at each other in surprise and fled.

Is it possible that this was the first "job"? Write a dialogue that might have occurred between the pair after they had safely escaped. Suppose the restaurant owner kept the cylinder and put it on display. What kind of inscription might accompany it?

THESE ACTIVITIES WORKED FOR OTHERS

GRADE EIGHT

Select two pictures, one of an inanimate object and one of a person (or people); display these pictures to the class and have them write a description of either picture - 10 minute time limit.

Ask the class if there is any difference in the way men and women express themselves. Encourage discussion with more detailed questions such as "assertiveness, briefness" (male) as opposed to "diffidence, flowery phrasing" (female)?

Read selected student descriptions of pictures to class; ask class to identify writer as male or female through the writer's use of language. Emphasize the use of language.

Word-Association Game

Although there is little psychiatric or scientific value in it, the teacher might want to play Jr. Analyst and direct a word-association game. The teacher reads a list of words to the students, and the students respond with the first thing that comes to their minds. The words should be forceful and stimulating, provocative and controversial, and maybe, for balance, perhaps a few dull and mundane. The students may then compare and contrast their responses, discussing what they feel is the significance of their answers. If for nothing else, this game can be a useful demonstration of metaphor and association in thought and language.

Emotions in Advertisements

Materials: stacks of magazines and newspapers

Time: 10 minutes

For a class that is capable of understanding a few basics of semantics, a short time spent looking at the claims of advertisements might be interesting and even funny. Have the kids go through the magazines and newspapers, telling them to call out, show, or list claims that are really meaningless, or phrases that are meaningless that are attached to the product. A brief remark in closing on how advertisements appeal to our emotions should be made. Some examples of this are: "The Un-Cola," "The Sex-appeal Toothpaste," "Tastes Like Love," etc.

Vocabulary Word Game

The teacher should prepare a list of 5 to 7 vocabulary words for the class. Each student then should look up the words in the dictionary and use the entire group of words in a single sentence of his or her own composition. (Obviously, a lack of relationship between the words will make the activity more challenging.) Then, selected students will read their sentences aloud to the class. The teacher should be able to use the sentences to explore points of word usage, connoted and denoted meaning and idiom, and questions of sentence structure and subordination. (Example: If the teacher were feeling especially perverse, he or she might assign the words archipelago, exchequer, erudite, divan, sonorous, and scannambulist.)

WORD STUDY

GRADE EIGHT

Our Changing Language

Students should be aware that the language they speak is not static, but that it is changing every day. New words are coined by advertisers, technology, sports and intellectual movements. In addition, Americans have a tendency to "borrow" words prodigiously from other countries. This lesson can clarify the ways in which a word enters and becomes established in the American vocabulary.

After you have given a few of your own examples, have the students volunteer examples for each manner in which words are created. A few ways that could be discussed:

1. Old words which have assumed new meanings--rock, rap, straight, acid, dig, trip, cool, etc. (These words are often referred to as slang until they have become accepted.)
2. Words borrowed from other languages: ecology (Latin), condominium, acupuncture, hula, hibachi, sauna (Finish), discotheque (French), etc.
3. Formation of compound words from existing vocabulary: permapress, superstar, hardhat, drive-in, microwave, bustop, etc.
4. Words formed by adding a prefix or suffix: "mini-" and "maxi-" words; "pre-" packaged, "pre-" fabricated; "para" medics, psychology; "gap" words; "-ize", finalize; etc.
5. Acronyms--words made up of words smashed together: Sunoco (Sun Oil Co.), radar, scuba (self-contained underwater breathing apparatus), Nabisco (Nat'l Biscuit Co.), wasp (white Anglo-Saxon Protestant), etc.
6. Brand names that come to stand for a category of objects: Kleenex, Jello, Xerox, Frigidaires, Crisco, Kodak, etc.
7. Proper names that have become standard vocabulary words: Frisbee (a man's name), sandwich, ragland, macintosh, levis, etc.
8. Portmanteau words--words that are made up of two other words crushed together: brunch, chortle, etc.

Our Difficult English Language

Using the sentence, "It's time to hit the hay," point out to students how this would be extremely difficult for a person from a foreign country to understand. Students will have fun describing and imagining the literal meaning of the sentence. Dividing the class into four groups, give them five minutes to think of expressions in our language which would cause great difficulty to a person not familiar with the expression. Have the students put the expressions into sentence form. Urge them not to use current slang. At the end of the five minutes, find out which group came up with the most expressions, and have a person in the group read the sentences. Other groups may then add other expressions. With the reading of each sentence, students in other groups should be called upon by the reader to describe the literal meaning of the sentence and recite a sentence which would clarify the meaning to the foreigner (e.g., It's time to go to bed.). If there is time, the teacher should list the expressions on the board for students to copy; if there is not time, the teacher should collect the papers from each group, type them up, and give each student a mimeographed list.

PANTOMIME ACTIVITIES

GRADE EIGHT

An effective means of evaluating the students' understanding of a chapter from literature is to ask them to enact particular scenes without the use of dialogue. This tests the students' ability to convey the action of the story. Class responses indicate their understanding of the plot and the effectiveness of the actors presenting the scenes.

Involve students in an entire class activity in which everyone is doing different kinds of things. Examples: an amusement park, a county fair, a parade. As a whole group the class establishes the things that they might find there. Then the class breaks into small groups to become various parts of the scene. For example, in an amusement park scene, the students could act as travelling musicians, clowns, food vendors, and customers. Students communicate their aspect of the fair or park without words.

ROLE PLAYING AND IMPROVISATION

GRADE EIGHT

Some improvisations work very well as round table discussions with people taking on different characters and discussing issues and ideas talk-show style. Not having to move and gesture is a comfortable introduction into improvisation for some students.

Dramatize a poem, song, story, or scene from a novel.

Interview various characters from a story, poem, play, or novel about their interests, experiences and why they act or believe as they do.

The class divides into groups of four or five. Within each group the students select two or three characters which they are all familiar with from books which they all have read (movies may also be used). The teacher describes a dilemma situation. For example: a young girl seems to be struggling about fifty yards offshore at the beach where the three selected characters happen to be sitting. Each group decides what the three would be doing sitting on the beach, how each would react to the situation, what would lead the students to draw such conclusions about those characters. Hopefully this lesson would be an exercise in delving deeply into character so as to be able to apply what was learned about the characters to other real-life situations.

Personal experiences/values

A sales person has given an ill-tempered customer the wrong change during a rush period; other customers are waiting.

A father is telling his family that he has been dismissed from his job.

The boss is reprimanding the wrong employee on a shoddy repair job on a TV; the person really responsible enters the scene.

DIALECT IN LITERATURE

GRADE EIGHT

THE ADVENTURES OF HUCKLEBERRY FINN

Mark Twain lets dialect serve as a class-caste determiner in his portrayal of Huck and Jim. Although these characters come from the poorest segment of the Southern, pre-Civil War social structure, Twain makes it clear to the reader that Jim belongs to the Negro "Caste." Huck is a member of the white "class."

While reading Huck Finn, students can become involved in the difference between Huck's and Jim's dialects. One way is to have the students complete the following list:

<u>Jim</u>	<u>Huck</u>	<u>Jim</u>	<u>Huck</u>
yist'day	yesterday	think	that
wid	with	arter	
mawing	morning		till
tuck	took		raft
ain't	was	jedged	
	hain't		or
doan	don't	fo'	for
	reckon	warn't	
	scarcely		somewheres
b'kaze			other
agwyne		nuther	
	twice	yit, yet	
	the		here, hear
dey			just

SELF-APPRAISAL CHART

GRADE EIGHT

1. I believe that I would enjoy working with (people, myself, ideas, things, animals).
2. I feel that I would best work with my (hands, mind, both hands and mind).
3. I feel that I would like to work (indoors, outdoors, both).
4. I would like to work (in my community, in a nearby area, far from home).
5. I would like to live (in the country, in a small town, in the suburbs, in the city).
6. In my spare time I really enjoy _____.
7. I am very interested in learning about myself when I _____.
8. I felt especially good about myself when I _____.
9. My parents would like me to become a _____.
10. I would like to become a _____.
11. Do you like to do detailed work?
12. Do you like to compete with others?
13. Do you enjoy doing a variety of things?
14. What do you consider an honest day's work?
15. Would you enjoy having a job that has certain drawbacks (such as: lack of promotion)?
16. Do you always like to know what's coming next?
17. Do you like to run occasional risks?
18. Would you like to be a leader of a group or a member of a group?
19. What would you consider convenient working hours?
20. Would you enjoy an occupation that requires traveling?
21. Do you like eating good food?
22. What goal do you wish to achieve in life?

MY PERSONAL TRAITS

GRADE EIGHT

In this evaluation you are going to concern yourself with your personal traits and abilities. After you have completed your evaluation, study it very carefully, because it will give you a fairly good picture of yourself. It will tell you something about your traits and abilities. It will point out your strong and weak points. It will show you where you need improvement. Of course, this evaluation won't tell you everything, but it does give you a good start in your planning.

Check which applies to you.

1. I am a friendly person. Yes ____ No ____ ? ____
2. I like to be with people. Yes ____ No ____ ? ____
3. I get along well with people. Yes ____ No ____ ? ____
4. I get upset very easily. Yes ____ No ____ ? ____
5. I am usually pleasant. Yes ____ No ____ ? ____
6. I lose my temper very quickly. Yes ____ No ____ ? ____
7. I worry a lot. Yes ____ No ____ ? ____
8. I have a lot of patience. Yes ____ No ____ ? ____
9. I'm usually considerate of others. Yes ____ No ____ ? ____
10. I like to plan school activities. Yes ____ No ____ ? ____
11. I lack confidence in myself. Yes ____ No ____ ? ____
12. I like school. Yes ____ No ____ ? ____
13. I like to read. Yes ____ No ____ ? ____
14. I like to speak before groups. Yes ____ No ____ ? ____
15. I am kind. Yes ____ No ____ ? ____
16. I am honest. Yes ____ No ____ ? ____
17. I can keep a secret. Yes ____ No ____ ? ____
18. I am dependable. Yes ____ No ____ ? ____
19. I am prejudiced toward others. Yes ____ No ____ ? ____
20. I have a sense of humor. Yes ____ No ____ ? ____

GRADE EIGHT

PERSONAL INVENTORY

1. Will going to school make it more likely that you will eventually be able to do what you want to do?

2. What would you like to be doing five years from now?

Ten years from now?

Twenty years from now?

3. Are grades important to you?

Why or why not?

4. Have you ever lived in a different city?

State?

Country?

When?

5. Would you rather be living somewhere else now?

Where?

Why?

6. Do you have self-respect?

If so, how did you achieve it?

PERSONAL INVENTORY (continued)

7. What hobby do you enjoy the most?
8. Of all the movies you have seen or books you have read, which are you most eager to see or read again?
9. Describe how you are dressed.

Does this reveal anything to you about yourself?

10. Would it disturb you if I threw away your answers without reading them?
Why or why not?

11. Have you ever flown?
Do you or would you like to fly?

12. What single event do you remember about your first few days in first grade?

13. Is there anything about you that a teacher should know that would make your school years better for you?

THESE ACTIVITIES WORKED FOR OTHERS

GRADE NINE

Try this the first day. Ask the students to seat themselves in alphabetical order. Give them a time limit depending on the achievement level of the class. It is interesting to watch the initial bewilderment develop into an organization of their own. Standing on the sideline, you can determine leadership ability. Moreover, students become acquainted and you learn a few names.

Mark Twain said that "the difference between the right word and the almost right word is the difference between lightning and the lightning bug." Focus your students' attention on the importance of choosing precisely the right words in their oral and written communication. This lesson may be brief or cover a large portion of a class period.

- Materials:
- one transparency with a poem or any well-written piece of fiction or non-fiction reproduced on it.
 - a second transparency with a different poem or any other piece similar in quality of expression to the first. On this transparency leave blank spaces where key words appear in the piece. These words may be highly descriptive verbs, or significant nouns or adjectives, etc. The words must be "right," inevitable in conveying the meaning or expressiveness of the piece.
 - on the third transparency reproduce the same piece that appears on the second transparency. Highlight the words that were left blank in the second transparency. (Use red marker or underscore.)

- Procedure:
- Have your students read #1. Point out and discuss several key words and their "rightness."
 - Place the second transparency on the overhead, allow students time to read it and jot down words that seem most nearly "right" choices for filling in the several blank spaces. Discuss the merits, etc., of the students' various choices.
 - Finally, display the author's (#3) choices (key words highlighted) and discuss the author's choices and the students' in terms of Mark Twain's definition of the "right word."

GRADE NINE

CREATIVE WRITING - IDEAS USING THE NEWSPAPER

THRICE ROBBED

Detroit, Michigan (UPI)--Cab driver Shawn Maulloy was robbed, robbed, and robbed.

Maulloy told police that he drove a man to his apartment Sunday and the man took off without paying him the fare. While Maulloy gave chase, another man stole his jacket from the cab. It contained his \$110 eyeglasses. When the cabbie tried to chase the man with the jacket, he was stopped by three young men who had knives. They relieved him of \$5 in cash.

For openers, it might be fun to have a class act out how the cab driver explained all this to (a) his cabbie friends, (b) his boss, (c) his girlfriend (whom he'd have to impress with his courage), and (d) the police. The students could also explore the reasons why this story is funny and what kinds of additional events might make it even funnier. (For example, his leaving the cab in a no-parking zone and getting a ticket, or returning to find the cab up on cinder blocks and its tires gone.)

Perhaps the most bizarre story one could ever come across concerns one of those quirks of fate that we find so intriguing in the plots of writers like Camus or Kosinski.

TROOPER SAVES A LIFE, THEN LOSES HIS OWN

Athens, Georgia (AP)--On a winter night in 1973, State Trooper Lamoine Kirchner saved the life of Keith Ray Martin, 34, of Macon, Georgia. Martin's pickup truck had crashed, and he was near death with a severed artery. Kirchner stopped the bleeding, radioed for an ambulance, and sent Martin to a hospital five miles away. The trooper filed a drunk driving charge against Martin, but a judge reduced the charge to reckless driving. Martin was allowed to keep his driver's license.

Last Friday night, Kirchner, 51, stopped a speeding car only a few miles from the site where Martin had been injured 14 months ago. As the state trooper walked back to his patrol car after issuing a warning ticket, police said he was struck and killed by a pickup truck that swerved off the road on the wrong side. The driver of the truck didn't stop, police said.

Officers investigating the accident later charged Keith Ray Martin, 35, of Macon, Georgia--the same Keith Ray Martin whose life Kirchner had saved--with manslaughter. He is free on \$3,000 bond.

How did the reporter emphasize the absurdity of this tragic incident? Role play a meeting between the state trooper's widow and the man who killed him. Write a story in which Martin is repentant; write a story in which he is cynical and cavalier about his actions.

GRADE NINE - CREATIVE WRITING - USING THE NEWSPAPER (continued)

Have a student find a political or historical cartoon. Tell why it is significant or why it is humorous. Explain what characters are represented and explain the situation or background.

Variation: Some students have the talent and inclination to draw their own cartoons concerning national or local events. Cartoons using your own school happenings or controversies as the subject are particularly motivating.

Have your students form a concerned citizens group. Select a problem that interests all of the students (hunger, the oil crisis, back-to-basics, pollution control, busing), investigate key aspects of the topic, and then prepare a list of possible solutions. This kind of activity can involve public opinion surveys, interviews, letter writing, reading, critical thinking, organizing facts and information, preparing demonstration materials, and report writing. Students will also have to consider value systems and the interrelationship of world and local problems.

Try having students do an "era study." Most junior high students will be interested in researching the American West, the Roaring Twenties, or the Space Age. Provide them with a list of possible topics and let them do some background reading before they make a final selection; include famous personalities, scientific inventions, social trends, comparative literature, and historic events among the options. Expand the students' understanding by showing films, exhibiting models, or playing records. Invite local historians and guest lecturers to make presentations to the class, and whenever appropriate, plan a field trip to an area museum. Ask your students to share their insights with the rest of the class by creating a non-verbal response to accompany the term paper, and set aside time for discussion of the topics.

Students are increasingly interested in the commercial and persuasive uses of language in society. Explore propaganda techniques and persuasive writing by conducting an ad unit. Students can explore slogans, survey buying habits, and determine advertising strategies, and you'll find that students are surprisingly conscious of the way manipulative processes are employed by many advertisers. Other possibilities include presenting an original television commercial, writing a jingle, or auctioning off fictional products. For fun, give your students' product names like "Snivlets" or "Ribol-O" and have them create the product and sell it.

Search for stories, features, editorials or pictures that illustrate the following basic truths:

Man is helpless against nature
 Man is not helpless against nature
 Man has a "human interest" in animals
 Man is determined to succeed
 Man loves to laugh
 Man loves children and babies
 Man is kind - - - - -
 Man is cruel - - - - -
 Man has courage

Examples:

STRANDED WHALE SAVED, BROUGHT
 TO SEATTLE
 CHARGES PLANNED IN DEATHS OF HORSES

GRADE NINE

ANOTHER DIRECTION: LITERATURE IN REVERSE

Albert C. Yoder

Despite the manifold schools of literary criticism, in the classroom most instructors approach most works in much the same way. They follow, or have their students follow, a customary series of activities:

1. The students are told to read the work.
2. The class summarizes the plot or outlines the significant action to make certain everyone understands what happens in the work.
3. The class isolates and discusses the central event, the crisis.
4. The class discusses the theme of the work, usually implicit in the central event or crisis.
5. The discussion then concludes with some evaluation of the theme or technique.

Although an instructor may investigate other matters than those listed above, they still provide the general proceeding or modus operandi that most instructors will follow. But why should we always begin with the work and then move toward comments on the general experience or judgment embodied in the work? Why could we not begin by discussing a general experience or a judgment on experience and then approach the work as exemplifying it?

I would like to suggest a procedure which reorders the steps a class usually follows. Except for the concluding comments which serve to evaluate the story, this procedure completely reverses the usual order:

1. The instructor provides the class with a general judgment or interpretation of experience, which can then be discussed or written about.
2. The instructor provides the class with a situation, event, or observation which exemplifies the judgment.
3. The instructor provides the class with an outline of a story, as yet unread by the class, which has as its theme the judgment previously discussed. The class is then asked to "create" a short story around the judgment and the outline.
4. At this point the class is provided with the professionally written story from which the outline and judgment were drawn.
5. Finally, the class is asked to respond to the story, to respond to it both in terms of the theme they have previously discussed and in terms of technique by comparing their version of the story with the professional product.

This order of events is the reverse of that typically followed by a class and provides insights into a story not gained with the other. The student approaches the story in much the same way as did the author. An author typically begins with an observation and a judgment on experience and attempts to express these in a narrative. The students are asked to do this as well, even before

ANOTHER DIRECTION: LITERATURE IN REVERSE (continued)

they confront the professionally written story. As a result, they are better prepared to understand and evaluate the story and are less likely to relate to it passively or be tyrannized either by the author's judgment or by his technique. Students will have actively considered the theme and expressed it narratively themselves and are thus disposed to question the author's treatment of both theme and expression.

Obviously this technique has its limitations. Since the class is, in essence, provided with the theme before they confront the story and thus may not learn to discover and formulate themes for themselves, it would be unwise for an instructor to rely exclusively on this method. He would do better to alternate the usual technique with the one described here; or he might have half the class follow one technique, half the other, and then have them compare their conclusions.

DIALECTS
GRADE NINE

Students in English classes may be shown that dialect in literature is skillfully used for more than local color. The uses of dialect in literature can be divided into four categories:

1. A writer uses his natural dialect in his written discourse without knowing that he is writing in what is or might become a dialect of the standard form of the language. An example is Chaucer's Canterbury Tales.
2. A writer consciously uses dialect of a locale mainly to create a pure form of a dialect literature; an example of this is the poetry of Robert Burns.
3. A writer introduces dialect speakers as a purely artistic device to create "local color" background. This use of dialect on the printed page is called "eye dialect."
4. A writer uses dialect to convey its psychological aspect. Willa Cather, in her novel My Antonia, uses this technique to show the progress Americanization of her characters.

ACTIVITIES FOR STUDY OF DIALECTS

Listen to recordings of the voices of our last six Presidents and note the dialectal differences.

Compare terms in British English with their American equivalents. Read the British word and ask students to write a sentence using the word in the context they think the British would.

<u>BRITISH</u>	<u>AMERICAN</u>
boot	trunk (of a car)
bonnet	hood
flannel	washcloth
biscuit	cookie
lorry	truck
sweet	candy
jumper	sweater
pudding (or afters)	dessert
pram	baby carriage
ought	zero

ROLE PLAYING AND IMPROVISATION

GRADE NINE

Create an improvisation in which a line from a poem, play, story, article or an adage are used at the beginning or ending line of the scene.

Create an improvisation in which opposites are personified (meekness and strength, pride and humility, love and hate) and argue for their power, goodness, usefulness.

Take the parts of various poets who have written on the same theme and let members of the class ask questions about their different approaches to the same theme; or, let the poets discuss their different approaches among themselves.

Create an improvisation in which the unhappy characters from a novel or story confront their author about the way he created them.

Place characters from an older novel into a situation in a modern novel.

GRADE NINE

ORAL COMMUNICATION

Help your students improve their oral skills by sharing folk tales and legends, by recording their own short stories, or by presenting interpretive dramatic readings. People who are too shy to make a speech can impersonate a famous individual and read a collection of quotes or significant writings (Lincoln's Gettysburg Address, Lee's surrender speech at Appomattox). Students can also present humorous skits based on storybook characters, television personalities, or fairy tales. Have students conduct interviews, debate important local issues, or teach the class about a project they have researched. Have one person pantomime a scene or event while another person describes the story. Explore forms of sign language and allow students to combine hand signals and oral descriptions to tell an original tale.

Before the students prepare a one-minute commercial for an original product, get them started by doing the following task. Write popular advertising slogans on cards, e.g., "Try it; you'll like it"; "Good to the last drop"; "I'd rather right than switch"; "It's the real thing." At the same time, cut pictures from newspapers that advertise products. Have students select a product picture and a slogan card. Their fifteen-minute project is to write a 30-second commercial, using the slogan to sell the product. Have each student remain seated while he sells his product.

Using the techniques often employed in advertising, e.g., appeals, slogans, repetition, comparison to other products, and visual aids, everyone creates a product or service that he thinks is greatly needed, and each student sells his product or service.

Two individuals may read the same story aloud for different effects. Shows how news can be "slanted" through voice interpretation, facial expression, etc. (Good way to show advantage of reading newspaper rather than being informed exclusively by TV.)

Develop an interdisciplinary poetry unit using films, recorded poems, non-sense verse, rock lyrics, and thematic groupings. Find poem and a play on a common topic and have students compare forms and effectiveness. Read a poem to the class and let the students prepare a non-verbal or media response to it.

Media Essay

This technique involves the student or student groups in creation and/or selection of a variety of materials to be placed on tape. The taped sequence might include student interviews, poetry readings, excerpts from fiction or drama, and pertinent musical selections that explore a particular topic or theme; or the sequence might simply be a kind of "media self-portrait" in which each student's favorite poem, passages from a novel, play, or other literary work would be put on tape and tied together, if desired, with a brief student-composed narrative on why the works chosen reflect his feelings. Students should not reveal their choices of material to each other prior to playback before the class. Follow-up discussion on the content or organization of each media essay is recommended.

WORD STUDY

GRADE NINE

Wilfred Funk drew up a list of the most beautiful words in the English language - beautiful for their sound and their sense: lullaby, tranquil, mist, chimes, golden, melody. Edwin Markham's list included: nevermore, ideal, imperishable, sea sands, reverberate, empyrean. Others providing lists included Rupert Hughes who supplied among his choices: oriole, blithe, tremulous, translucent, ivory, gloom. Ending was Ring Lardner whose list of lovely words included: gangrene, flit, wretch, smoot, blute (a smoker who doesn't inhale), and crene (a man who inhales but doesn't smoke).

Several years after this study appeared, the New York Times Book Review offered the most hideous words. Edward Sheldon suggested galluses, housewife, intelligentsia, funeral parlor. The favorite ugly words of J. Donald Adams were cited: snaggle toothed, adumbrate, polygamous, pulchritudinous.

This study might provide a stimulus to persuade students to search for their own choices of the beauty and ugliness of our language.

GRADE NINE
WORD FUZZLES

A. Each word contains a small word which is a synonym. Example: blossoms to blooms.

1. evacuate
2. encourage
3. prosecute
4. calumnies
5. rascalion
6. indolent
7. prattle
8. diversified
9. rampage
10. matches
11. perambulate
12. pinioned
13. joviality
14. container
15. regulates

B. These words have something in common. Can you discover what it is?

pirated

stores

tramps

craters

brandy

grangers

stowing

chastens

LITERATURE PROGRAM

GRADE SEVEN

Novels

And Then There Were None
 Call of the Wild and White Fang and
 Short Stories
 Edgar Allan
 Halloween Party
 My Side of the Mountain
 The Prince and the Pauper
 Souther
 Tom Sawyer
 Treasure Island
 Witch of Blackbird Pond (Mahoney)

Anthologies

Adventures for Readers
 Adventures for You
 Discovering Literature
 Myths and Folk Tales
 Prose and Poetry

GRADE EIGHT

Novels

Across Five Aprils
 A Day No Pigs Would Die
 Huckleberry Finn
 Immortal Wife
 Johnny Tremain
 Kidnapped
 Kon Tiki
 Mrs. Mike
 The Pearl
 The Pigman
 The Red Pony (Mahoney)
 Sword in the Stone
 When the Legends Die
 Witch of Blackbird Pond (Memorial)

Anthologies

Adventures Ahead
 Adventures in Literature
 Adventures for Readers
 Eight Treasured Stories
 Exploring Literature
 Famous Mysteries
 Prose and Poetry

GRADE NINE

Novels

Classical Myths
 Durango Street
 Fahrenheit 451
 Four Teenage Novels
 Ivanhoe
 Lady of the Lake
 Myths and Their Meaning
 No Promises in the Wind
 Odyssey
 Outsiders
 The Red Pony (Memorial)
 Shane
 The Yearling

Anthologies

Mr. Roberts - Six Modern American
 Plays
 Values in Literature
 Vanguard

Short Stories

Eaton
 Schweikert

Magazines

Read
 Scope
 Voice
 Xerox Plays

SOUTH PORTLAND, MAINE
CAREER DEVELOPMENT DESIGN

NO.	GOALS	GOAL STATEMENTS	
		PRIMARY	INTERMEDIATE
1	SELF AWARENESS	Demonstrate an awareness of his own interests, skills, and feelings.	Demonstrate an appreciation of his own skills, interests, feelings and values.
2	INTERPERSONAL SKILLS	Demonstrate cooperation in social situations.	Develop an appreciation of the differences between individuals or groups.
3	DECISION MAKING	Use his senses to gather data and to develop concepts.	Develop skills in making generalizations, hypothesizing and predicting.
4	WORK AWARENESS	Gain knowledge of workers in the home, school, and community.	Identify the personal and environmental factors which influence a worker.
5	MANIPULATIVE SKILLS	Develop manual skills.	Improve manual skills.
6	VALUE OF WORK	Identify the ways that workers are of service to the community.	Recognize that an individual can find satisfaction through his work.
7	RELEVANCE OF EDUCATION	Recognize that school is a place to learn.	Recognize that schooling is necessary for future careers.

405/406

5/75

SOUTH PORTLAND, MAINE
CAREER DEVELOPMENT DESIGN

No.	GOALS	GOAL STATEMENTS	
		JUNIOR HIGH	SENIOR HIGH
1	SELF AWARENESS	Recognize that his talents, values, interests, and limitations relate to career goals.	Make goal-oriented choices related to his career requirements and future employability skills.
2	INTERPERSONAL SKILLS	Develop the interpersonal skills required for work roles recognizing that trust and respect are factors in human relations.	Demonstrate an understanding of the importance of human relationships in volunteer and part and full time work.
3	DECISION MAKING	Develop an awareness of the results of decisions which will give him a sense of control over his future.	Determine that having many realistic alternatives he is responsible for continuous and sequential career choices.
4	WORK AWARENESS	Explore and analyze the common and unique characteristics of jobs within the 15 U.S.O.E. job clusters.	Recognize that social, environmental, and technical factors influence career trends so that workers must be flexible, adaptable and mobile.
5	MANIPULATIVE SKILLS	Identify and use manual skills that are essential to many careers and leisure time activities.	Develop competence in use of manipulative skills required in one's future career or educational plans.
6	VALUE OF WORK	Understand impact of one's career on his lifestyle.	Through simulated or real work experience gain insight into personal and social value of employment.
7	RELEVANCE OF EDUCATION	Recognize that mental, physical and communicative skills are basic and applicable to all career fields.	Identify the relation between mastery of content knowledge and educational or vocational plans.

407/408

BIBLIOGRAPHY

- Brown, George. Human Teaching for Human Learning. New York: Viking Press, 1971.
- Bruner, Jerome. The Process of Education. New York: Random House, 1963.
- Davies, Ruth Ann. School Library Media Center. New York: R. R. Bowker Company, 1974.
- Fowler, Mary Elizabeth. Teaching Language, Composition and Literature. New York: McGraw-Hill, 1965.
- Hook, J.N. Designs in English. Bloomington: University of Illinois, 1972.
- Loban, Ryan, Squire. Teaching Language and Literature. New York: Harcourt, Brace, 1969.
- Muller, Herbert. Uses of English. New York: Holt, Rinehart, Winston, 1967.
- Piaget, Jean. Science of Education and Psychology of the Child. New York: Orion Press, 1970.
- Pooley, Robert. Teaching English Grammar. New York: Appleton, Century, Crofts, 1957.
- . The Teaching of English Usage. Urbana, Illinois: National Council of Teachers of English, 1975.
- Rosenblatt, Louise. Literature as Exploration. New York: Noble and Noble, 1968.

Microfiche

- Career Development Resource Guide - Grades 6-8. "It's Time to Plan."
Clarksville, Maryland, 1971.
- Certificate of Accomplishment - English - First Level
Pittsburgh Board of Public Education, Pennsylvania, 1967.
- Course of Study for English
Rochester Public Schools, Minnesota, 1971.
- English for an Electronic Age
Cherry Creek School District, Englewood, Colorado, 1969.
- Junior High Career Guidance Handbook
Utah State Board of Education, Salt Lake City, Utah, 1969.
- Nongraded Phase Elective Program
South Bend Community School, Indiana, 1970.

BIBLIOGRAPHY (continued)

Magazines and Other Publications

Arizona English bulletin. Arizona State University, Tempe, Arizona, 1974.

Freedom and Discipline in English. College Entrance Examination board,
New York, New York, 1965.

The Inkwell. Box 1628, East Lansing, Michigan, 1975.

Junior High School Reading Handbook. Arlington Heights, Illinois, 1966.

Leaflet. New England Association of Teachers of English. Essex Junction,
Vermont.

Media and Methods. Philadelphia, Pennsylvania, 1975.

National Council of Teachers of English, Urbana, Illinois
Aids to Curriculum Planning - English Language Arts K-12
Curriculum Guide Review
English Journal
Re-vision Classroom Practices in Teaching English 1974-1975

Newspaper in the Classroom, Joy Lidner. Tualatin, Oregon.

Reading - Grades 7-8-9. Board of Education, City of New York, New York.

PROG. #Y361112

GRANT OEG-6-73-5345

"REVAMP"
G. H. MAC LEOD
DIRECTOR

App. H

May 16, 1975

TO: John I. Seekins, Jr.
South Portland School Board Members

FROM: Theodora S. Sotiriou
Ann Waterhouse

RE: Secondary Mathematics Revision Follow-up

In order to provide the best educational opportunities for students, a school system must continuously research and up date its curriculum. In conjunction with the career education Project: REVAMP, on March 11, 1974 the Secondary Mathematics Curriculum Recommendations were approved. As scheduled, several of these revisions were implemented during school year 1974-75. Along with many other responsibilities, the Career Education Secondary Curriculum Coordinator was responsible for follow-up on these adjustments. Meetings have been held with individual and groups of teachers, math department chairmen, administrators, and resource people regarding new and revised courses. Research efforts are being continued to help teachers locate useful classroom materials and references. The business community has been a tremendous support in meeting the requests of teachers and students. Eight math teachers have been responsible for the instruction of new courses and every member of the department is to be commended on his/her efforts to help successfully establish these revisions.

The number of career and business oriented units infused into the established grades 7-12 South Portland math program has grown notably. Materials and ideas are being continuously researched, generated and shared. A strong correlation between teacher workshop participation and the execution of classroom activities is in evidence. The second year of Project REVAMP has seen year one units repeated and numerous others materializing. The metric system emphasis has been integrated into all courses.

This report consists of the following:

1. Implementation of new courses school year 1974-75
2. Projection for school year 1975-76
3. Revised diagram of math sequences grades 9 - 12

Implementation 1974-75

According to the March 1, 1974 Secondary Mathematics Recommendations for grades 9, the algebra I part 1 course was named to replace the pre-algebra course. During the 1974-75 school year 87 students enrolled in a total of four classes at the two junior high schools. The introduction of algebra I part 1 in grade 9 provides the opportunity for many students, if they need and/or desire, to complete an additional year of math during high school. In comparison with the same course offered at the high school the past four years, the performance and achievement of this year's 9th grade students have successfully met the course

requirements and expectations. One hundred eleven students are presently enrolled in algebra I part 1 in the three secondary schools. 1975-76 enrollment figures for algebra I part 2 indicate that from 93 to 100% of the ninth graders have elected to complete this two part algebra sequence.

The research during 1973-74 led to the adoption of consumer math and the technical math sequence to provide a more practical course of study for the former general mathematics students.

The consumer math A course for grades 9 and 10 implemented many long needed practical applications of math. Teachers devised voluminous materials to supplement the consumer text in order that students have a chance to work with real life situations requiring math skills. The course content is so obviously vital that the age old question "Why do we have to learn this?" doesn't occur to the students. The success of this course far surpassed expectations. This year's experience has indicated to the teachers concerned that consumer math B should be offered as near to graduation as possible and thus close to the time when students will actually need this math in their everyday existence.

Therefore, we recommend that:

Consumer math B be introduced into the curriculum in September, 1976 for grades 11 and 12 only.

It is intended that students enrolled in consumer math A as ninth graders enroll for consumer math B in grades 11 or 12. Students who take consumer A as tenth graders should enroll as seniors for consumer B. Though these courses are somewhat sequential consumer A will not be a pre-requisite for consumer B. Students desirous of taking other math courses between enrollment in consumer A and B have several alternatives from which to choose: commercial math, technical math, record keeping, bookkeeping, and/or algebra I part 1.

Of the math revisions implemented this year, the greatest problems occurred in the technical math sequence. Meetings with guidance, teachers, administrators, department chairmen, and industrial arts teachers indicated that a number of factors were involved.

Technical math teachers determined that course content adjustments of basic math skills first half year and applications second half would improve student achievement. Meetings with industrial arts personnel indicate that joint efforts of math and industrial arts departments would greatly enhance student success in both courses as, in each of the four technical math classes from 76 to 100% of the students also are enrolled in industrial arts.

One of several reasons for replacing the general math sequence with consumer/technical math courses was the importance of meeting student interests. The technical math population, including technical algebra I, in many instances did not display that interest. Also the enrollment in technical algebra I, which is of equal difficulty as algebra I, coupled with the regular algebra I course enrollment saw the rise from four sections of algebra I in 1973-74 to the equivalent

of seven sections of algebra in 1974-75. Experience has pointed out that this was unrealistic. Many scheduling changes took place, but much precious time and energy were wasted. It will become the responsibility of every seventh and eighth grade math teacher to become thoroughly familiar with each of the grade 9-12 math sequences. Annually, each teacher will plan class time, in conjunction with guidance, to explain and review the math alternatives to each of his/her students. Hopefully, this will assure the proper course selection by students according to their individual needs, interests, and abilities. To further help in the understanding of the math sequences, the accompanying revised diagram of math sequences grades 9-12 will be made available to all students (see chart page 4). The course descriptions and intentions will remain as stated in the original March 1, 1974 Secondary Mathematics Curriculum Recommendations.

Projection 1975-76

The courses due to be implemented during school year 1975-76 are on schedule. Although the actual teaching assignments have not been determined the latest projected enrollment figures are as follows:

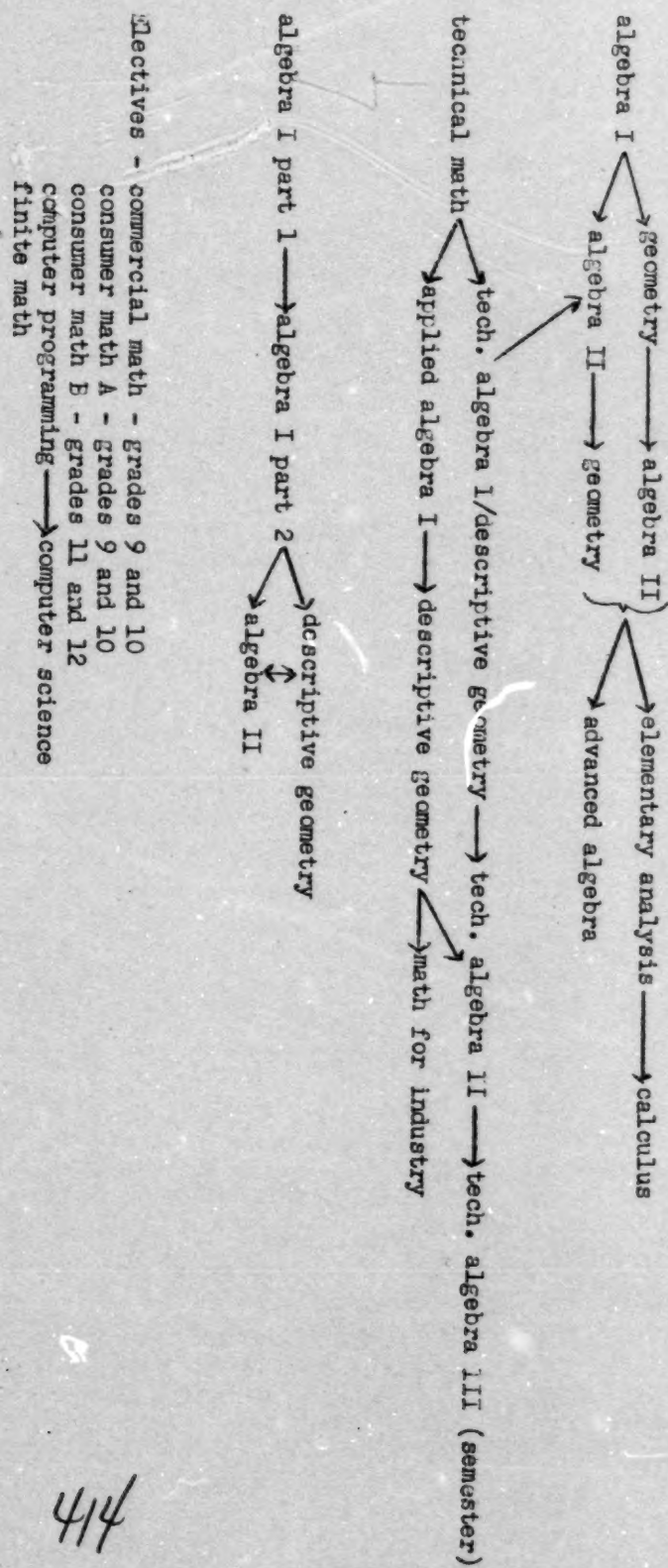
Course	Number of Students
Applied algebra I	37
Technical algebra II	31

Textbooks for these courses were determined last year. The applied algebra I is scheduled to complete parts 2 and 3 in the technical math book. The technical algebra II text will be purchased as needed in place of the algebra II books which are due to be ordered.

To enhance the quality of the technical math sequence continued and increased communication between math teachers and regional vocational centers, Maine's Vocational Technical Institutes and business must be maintained.

Teachers, administrators, and students are to be commended for their hard work and initiative in getting these new courses successfully started in the right direction.

Mathematic Sequences Grades 9-12



4/4